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Report on Consultation carried out by the GDA leading to a Draft Strategic Plan

Grangegorman Development Agency

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Grangegorman
Development Agency
Gníomhaireacht Forbartha
Ghráinseach Ghormáin

Report on Consultation carried out by the GDA leading to a Draft Strategic Plan

5th October 2008



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Note on Appendices

The 13 appendices of the Consultation Report together run to nearly 200 pages and therefore in order to be environmentally conscious only appendix 12 and 13 are being included in the print document. All other appendices can be found as part of the report on the GDA website, www.ggda.ie. Alternatively if you would like a hard copy of any of the appendices contact the GDA on 01 8676082.

1. *Introduction*

The re-development of the 73 acre Grangegorman site in the heart of Dublin will be the greatest single investment ever in the North Inner City. The site is unique, not only in relation to its proximity to the city centre, but in relation to its proposed urban design that will be sensitive to the surrounding neighbourhoods and the adjacent communities in the North Inner City. The new Grangegorman Urban Quarter will incorporate the Dublin Institute of Technology (DIT) in one location, new primary and community health facilities for the Health Service Executive (HSE) as well as new access and facilities for the local community.

The overarching philosophy of the Grangegorman Development Agency (GDA) has been to ensure that appropriate and comprehensive consultation has been carried out to enable the optimal Strategic Plan to be prepared, taking account of all the views of stakeholders.

One of the key elements of the Strategic Plan is the land use/architectural plan for the site. The GDA engaged an eminent international architectural company Moore Ruble Yudell (USA), to prepare material for this component of the Strategic Plan. This element became known as the Masterplan. It provides the blueprint for the location and types of buildings and development that will take place on the Grangegorman site. The Masterplan informs the Strategic Plan which is a much wider document, the purpose of which is to provide a full costing, detailed analysis, and long term plan for the sustainable development and operation of the proposed urban quarter.

The intensive phase of community and stakeholder engagement on the Masterplan component proved crucial to the project in terms of developing the most appropriate general design. The positive relationship which the GDA and its advisors developed with the community and wider stakeholders greatly assisted the preparation of the Strategic Plan. Every effort was made to keep the local community and other key stakeholders fully briefed about progress on an on-going basis.

The GDA attaches the utmost importance to the feedback that has been provided through what was a very participative consultation process. For example, many elements of the land use/architectural plan were adjusted to take account of the submissions made by local residents and key stakeholders.

2. *The Grangegorman Development Agency*

2.1. Background

In 2001 a Government Inter-departmental working group was set up to review the future of the Grangegorman site. Their report formed the basis for a Government decision in 2002 to establish an Agency to develop the site.

The GDA was set up by the Grangegorman Development Agency Act 2005 to be the developer of the site. The development which was approved by Government in February 2002, has an estimated overall long-term capital investment in the range of €1.5 billion (2008 prices, VAT exclusive), and is one of the largest public sector capital projects in the State with a projected 500,000 square metres of build.

The principal functions of the GDA are as follows:

- Accept the site and other properties.
- Prepare a strategic plan and planning applications.
- Decide the appropriate procurement strategy.
- Consult with relevant organisations.
- Arrange for a communications strategy.
- Dispose of DIT properties
- Carry out campus construction.
- Return properties to the various public bodies on completion.

The GDA and its executive team are responsible for:

- Securing planning approvals and consents for the entire development;
- Managing and tasking its advisors;
- Satisfying its parent Department (Education and Science) and the Department of Health and Children (in respect of HSE constructions) that all the project packages comply in full with the Department of Finance guidance on the appraisal of public capital projects (and PPPs);
- Procuring contractors for each of the project packages on a phased basis;
- Spending of funds received from the sale of DIT's property portfolio and Exchequer resources required to finance the development; and
- Complying in full with the requirements of the Grangegorman Development Act 2005, in particular as regards statutory commitments made in relation to consultation and on-going engagement with the local community.

2.2. Indicative Timescale

The Grangegorman project will be undertaken in several stages over a period of ten years at least. A general indicative time line is as follows:

Stage 1: Approval of Strategic Plan	Early 2009
Stage 2: Securing planning and other approvals and consent	2009-2015
Stage 3: Procurement of first phase of construction and approval of preferred bidders for various building packages	Late- 2009 to mid-2011
Stage 4: First phase construction	2011-2014
Stage 5: Commissioning and handing over of first phase facilities	2012 onwards
Stage 6: Procurement of second phase of construction	2013 onwards
Stage 7: Second phase construction	2014 onwards
Stage 8: Commissioning and handing over of facilities (second phase)	as properties are delivered
Stage 9: Vesting of site and facilities to DIT and HSE.	

3. Statutory Consultation Requirements

There are specific communication and consultation requirements for the Grangegorman project set out in the Grangegorman Development Agency Act, 2005. These are in addition to the use of ‘best practice’ consultation and communications tools required for any large public project.

For example, Section 22 of the Act required the establishment of a Consultative Group and the Act mandated structured consultation on an ongoing basis over the life of the project with this Group which includes the following stakeholders:

- Residents living in the Grangegorman neighbourhood
- Patients and providers of healthcare services within the Grangegorman neighbourhood
- Dublin City Council
- Dublin Institute of Technology
- Staff and the student body of the Dublin Institute of Technology
- Public representatives of the constituency
- The Health Service Executive
- Minister for Health and Children
- Minister for Environment, Heritage and Local Government
- Minister for Education and Science.

The Grangegorman neighbourhood includes multiple residents’ organisations, voluntary bodies and partnership organizations. A total of 59 organisations have been registered under the process set out in Schedule 4 of the Act (**Appendix 1**).

Section 12 of the Act (**Appendix 2**) sets out specific statutory consultation obligations for consultation with respect to:

- Preparing the draft Strategic Plan
- Publishing the draft Strategic Plan

With respect to the draft Strategic Plan, the GDA, as was required, consulted with Dublin City Council, Enterprise Ireland, IDA Ireland, the Dublin Transportation Office, Córas Iompair Éireann, the Railway Procurement Agency, other relevant bodies established by or under statute, the local community (including the Grangegorman neighbourhood) and other persons with a relevant interest in the matter.

In preparing the draft Strategic Plan, the GDA, as was required, had regard to the City Development Plan and consulted with DCC’s Planning Department.

4. GDA Consultative Group

The Grangegorman Development Agency established a Consultative Group as was required under section 22 of the GDA Act. The Consultative Group's role is to support an adequate communications strategy concerning the development of the Grangegorman site.

No more than two members from each of the stakeholder groups can serve on the Consultative Group.

The activities of the Consultative Group have been clearly documented on the GDA website (www.ggda.ie).

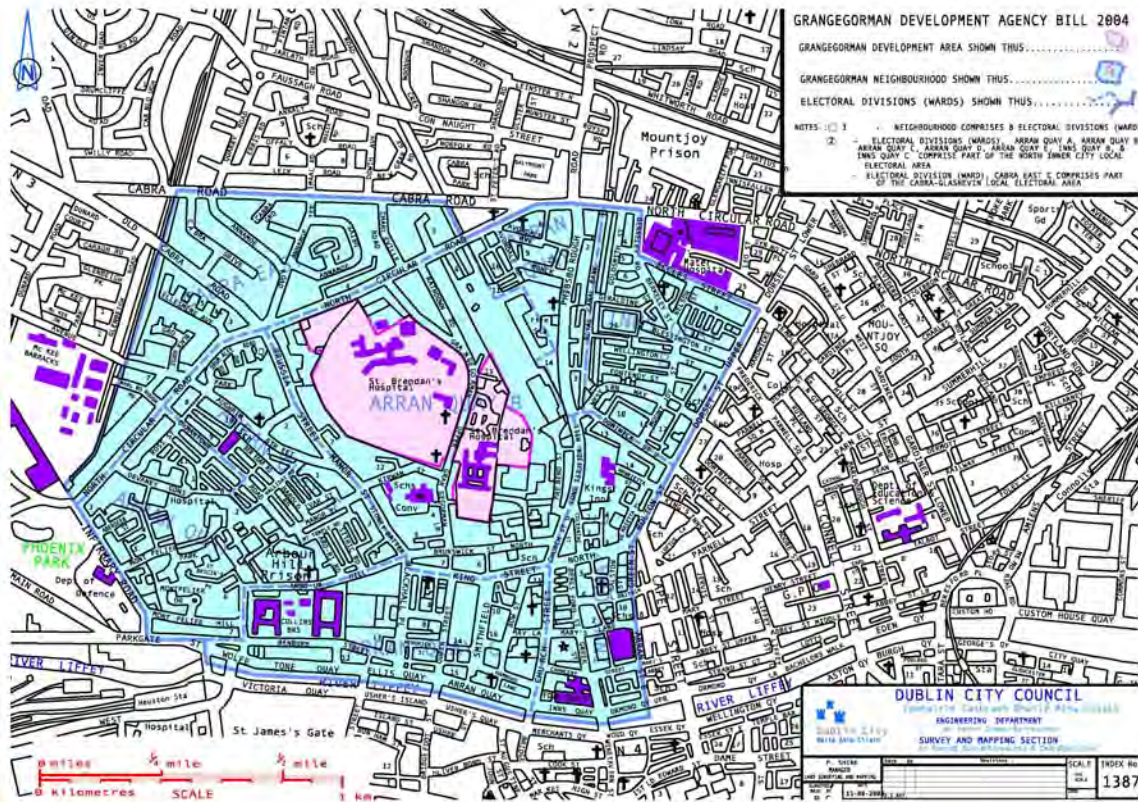
The Consultative Group is a key formal mechanism for consultation. Containing all the stakeholders it offered an opportunity for dialogue, information exchange and feedback between the stakeholders and the GDA.

The individual stakeholders represented on the group were also afforded individual consultation opportunities which supported and amplified the work of the Consultative Group.

Seven meetings of the consultative group took place between April 2007 and October 2008. A number of presentations were made at these meetings and details of these were posted on the GDA website.

5. Election of Local Representatives

Schedule 4 of the GDA Act sets out the method by which representatives of the local residents were to be elected to the Board and the Consultative Body of the Agency. Only residents of the defined neighbourhood are eligible (see electoral area map below).



Resident and tenant associations in the Grangegorman neighborhood were invited to register with the Agency for the purposes of nominating and electing representatives to the Board and Consultative Body. Advertisements to this effect were posted in national newspapers on 19th and 20th May 2006.

The list of registered agencies was published on the GDA website and in the press after the closing date. At that point registered bodies were invited to make individual nominations with the election to follow thereafter.

From the election process in 2006, Danny Pender and Ken McCue were duly elected to the Consultative Group. Residents groups were also entitled to elect one member of the GDA Board. Mr. Pirooz Daneshmandi was elected in 2006 to be the residents' representative and the Minister appointed him thereafter to the Board. A list of the membership of the GDA Board is enclosed (**Appendix 3**) as is the membership of the Consultative Group (**Appendix 4**).

6. Communication Tools

6.1 Web Site

The GDA established its web site www.ggda.ie in 2007 as an accessible and transparent communications tool. The site has been used as a primary source of information about the project and as a key channel of communication. The website is continually updated in order to provide a repository of comprehensive current background material on the project.

The website includes the following sections:

- About the Agency
- Election of local representatives
- Grangegorman, a brief history
- Strategic plan
- Dublin City Development Plan
- Recruitment
- Community Consultation and newsletters
- Consultative Group
- News
- Reports and publications
- Downloads and links
- Contacts

Copies of all reports tabled and minutes of meetings of Consultative Group as well as notices of upcoming events and copies of presentations on the strategic and Masterplans were made available on the site.

6.2 Newsletters

Newsletters are used as a means to inform the public of what stage the project is at and also to notify them of upcoming meetings and events. Five newsletters have been produced to date and distributed to the Dublin 7 area (approximately 25,000 households), registered groups, the Consultative Group and individuals and various organisations. These newsletters are also available on the GDA website. The newsletters were issued in:

- May 2007
- August 2007
- February 2008
- May 2008
- September 2008

Copies of these newsletters are included in **Appendix 5**.

6.3 Notification by letter and advertisements

Notification of upcoming public meetings is sent by letter to the registered groups, the Consultative Group and local public representatives.

In addition, advertisements are placed in the national and local press.

7. Consulting with Residents

7.1 Introduction

The GDA has aimed from the start that consultation should provide a framework for disseminating comprehensive current information on the project and for identifying and addressing the needs and concerns of people living within the bordering communities of the new Grangegorman development.

The communications framework has provided:

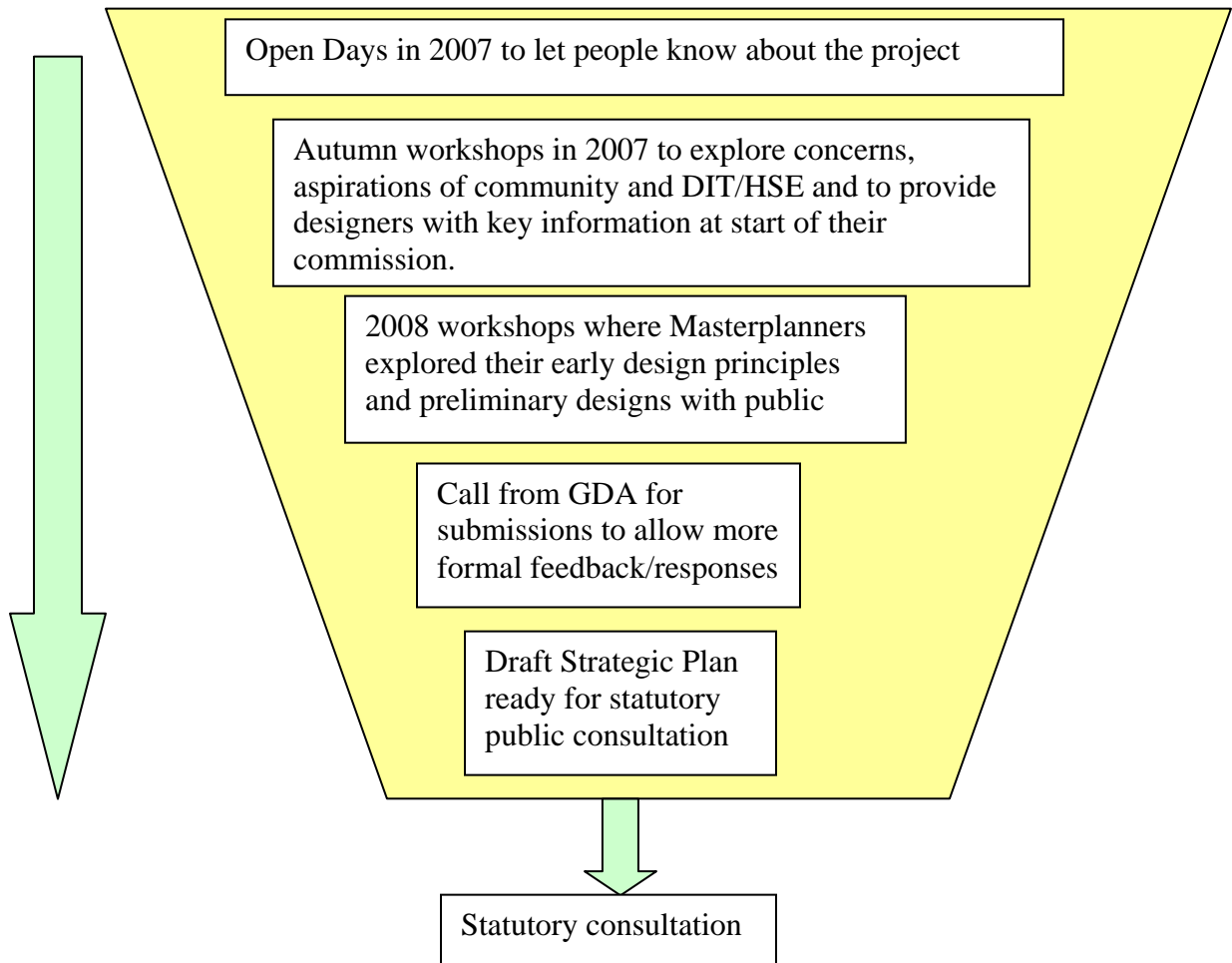
- A mechanism for local communities to identify community aspirations in relation to the development;
- An opportunity for local communities to contribute ideas that will enable best community value to be drawn from DIT and HSE plans for the site; and
- A means to keep people up-dated on all relevant aspects of the development.

There are a wide number of community and voluntary projects/groups in the North West inner city dealing with a wide range of issues including, childcare, youth, drug use, education, family support, capacity building, resource centres, intercultural issues etc. A local community networking infrastructure - The North West Inner City Area Network - has been operating in the area since 1997 - and the majority of community and voluntary groups are affiliated to this network. In addition a Community Forum representative of all Local Authority Flat Complexes is well established in the area. The Grangegorman Residents Alliance and other Residents' Associations were set up - made up of local residents' representatives in the immediate surrounding areas of the Grangegorman development area. A Grangegorman Community Forum has also been established.

7.2 Consultation Framework

The graphic below illustrates the systematic methodology applied in progressing early engagement on the project through to later consideration of detailed emerging design.

Organising Principle of Consultation



7.3 Community Consultation Action Plan

The following actions were implemented:

- The local community and elected representatives (as a group) were encouraged to make submissions on points of detail once substantive work on the draft Masterplan was underway.
- Local elected representatives (i.e. TDs, Councillors) and elected

community representatives (i.e. those elected via Schedule 4 of the GDA Act on the GDA Board and the Consultative Group) were kept informed about the project's progress.

- The GDA's Consultative Group was also kept informed through their quarterly meetings and by appropriate document distribution.
- The registered community groups were kept informed through appropriate document distribution and through appropriate meetings.
- Contact details of all persons in the local community were maintained and up-dated on a regular basis.
- All queries raised by local and community representatives were acknowledged and responded to promptly.
- Key figures within the community were contacted on a regular and pro-active basis and briefed about material developments.
- A regular newsletter was distributed to the local community (and posted on the GDA's web site).
- Three public meetings were arranged with the local community about the development of the Masterplan. There was an open invitation policy to these meetings i.e. all residents, registered groups, community representatives and any other interested local parties were invited. Invitations were issued by means of newspaper advertisements and/or newsletters together with invitation letters to registered groups.
- A call was made in May 2008 for submissions or observations or observations on the content of the Draft Strategic Plan while it was under preparation.
- The concerns expressed by local and community representatives to date, including those raised during the Autumn 2007 consultations, were systematically assessed by the Masterplan and Strategic Plan teams.
- Contact with local and community groups was facilitated by the GDA's Project Communications Manager.

7.4 Initial Consultation in 2007 with the Community

Two initial Open Days were arranged for the general public on 16th and 17th May 2007 at two different venues, the Park Inn, Smithfield and at Aughrim Street Community Hall to give a general overview of the project. These were fully staffed exhibitions from 10am-9pm where a wide range of initial information on the extent of the project was displayed on over 50 large mounted boards.

These Open Days worked well in raising awareness at that early stage and the GDA was encouraged by the responses with the majority of feedback being positive.

Copies of the information boards used at the event can be viewed on the website and an A4 size version of one typical poster is included in **Appendix 6**.

Following on from those Open Days, the GDA later issued an open invitation to residents of the Grangegorman neighbourhood to engage in a programme of six public consultation workshops in September and October 2007.

These workshops were arranged by the GDA and facilitated by specialist external consultants, Nurture Development and Chambers Ireland. The workshops took place at St Paul's C.B.S Secondary School, North Brunswick Street, Dublin 7 and at the GDA's offices on the grounds of St. Brendan's Hospital on:

- 10th September 2007,
- 17th September 2007,
- 24th September 2007,
- 1st October 2007,
- 15th October 2007, and
- 20th October 2007 (at the offices of the GDA).

The first four workshops focussed on particular themes as follows:

- Open Space and Public Areas,
- The Campus and the Community (DIT and the Community),
- Linking Grangegorman to the City - Transportation/Links,
- Health Facilities,
- Grangegorman and the Surrounding Neighbourhood - Economic Development, and Social Inclusion, and
- Relationship between the Community and GDA.

The purpose of the fifth and sixth workshops held on the 15th and 20th October 2007 was to bring together all of the themes explored in the first four workshops with a view to creating an integrated community vision for the development going forward.

The report on the proceedings of the six public consultation workshops was published by the GDA, distributed to local groups and participants and is also available on the GDA website (**Appendix 7**). This report set out to accurately record the views and contributions of the community as expressed across all six of the workshops. It serves as a reminder of the issues, views, concerns and aspirations expressed throughout the process and documents the vision making that emerged at the concluding two workshops. A response report on how the Grangegorman Development addresses the views raised in the consultations was also completed (**Appendix 8**)

7.5 Consultation in 2008 (Preparation of Masterplan)

Moore Ruble Yudell and DMOD, the consultants who prepared the Masterplan proposal, presented three progress review and feedback sessions during 2008 to which the Grangegorman neighbourhood residents were invited. The first workshop on 12th March was used to gather their views and comments on the initial ideas and proposals that the Masterplan might contain. The broad land use planning principles were set out at that meeting and were discussed and elaborated on. It was also used as a means of informing the public with regard to the specific buildings briefs for both DIT and the HSE.

The second workshop took place on 24th May at the GDA offices. This provided the opportunity for a detailed review on how buildings and open spaces were being arranged on the site in accordance with the planning principles set out at the March meeting. A number of presentations were made and the event was broken up into a number of workshops with the following themes:

- Land use, architecture and design
- Landscape, open space and community facilities
- Access, movement and links

The power-point presentations made at these workshops have also been enclosed (**Appendix 9**) and made available on the GDA website. A final set of meetings took place on 1st and 2nd October. At these meetings, held in different venues, the Masterplan team set out how the Masterplan had evolved, taking on board comments/ submissions from all parties and showed the resultant design in great detail.

7.6 Schedule of public meetings

Date	Event
16 th & 17 th May 2007	Community Open Days
10 th September 2007	Open Space and Public Areas workshop

17 th September 2007	Campus and the Community workshop
24 th September 2007	Link to city, health facilities, Masterplan, workshop
1 st October 2007	Grangegorman and neighbourhood workshop
15 th October 2007	Closing Workshops – A community vision.
20 th October 2007	Closing Workshop – A community vision and guided tour of Grangegorman site
12 th March 2008	Consultation evening with masterplanners
24 th May 2008	Afternoon Consultation on draft Masterplan
1 st & 2 nd October 2008	Evening briefings on the draft Masterplan

8. Consulting with DIT and HSE and Other Stakeholders

The GDA is committed to close engagement with DIT and HSE in relation to their planned facilities for the site and views a close partnership approach as being vital.

The DIT has established a campus planning office which provides a central point of contact for the GDA and this greatly facilitates close and productive engagement. The staff and students of DIT participate in formal structures within DIT in relation to the project and the GDA engaged with and supported those structures.

As with DIT, the HSE established a project team and this greatly assisted effective communication. The GDA ensured that this team was fully facilitated through provision of documentation and meetings with the GDA advisers.

Within the HSE, structures exist for staff consultation and also for consultation with the patients of St. Brendan's Hospital. As with DIT, the GDA supported those structures and also sought to engage outside those structures with these stakeholders. These strands of consultation were comprehensive and substantial and extended through the Masterplanning phase.

8.1 HSE Consultation Meetings

The GDA liaised with the HSE and participated in two consultation meetings with HSE local staff on 9th and 10th October 2007 where the issues affecting clinical services were discussed including the planned replacement mental health facilities, how services would be protected during the development stage of the project, and what the nature and extent of the final facilities on the site would be.

The GDA held a further meeting on 5th December 2007, coordinated by St. Brendan's senior clinical staff, with patients of the hospital to explain what was proposed in relation to their services and their residences and to allay any fears.

8.2 DIT Consultation Meetings

The GDA liaised with DIT Students Union (DITSU) and issued an open invitation to all DIT students to attend a consultation workshop on Tuesday 6th November 2007 in DIT, Aungier Street. A strong attendance and great participation on the night resulted in a comprehensive report on the workshop which is available on the GDA website and is included in **Appendix 10**.

The GDA, together with the DIT staff representatives on the Consultative Group and with the DIT Campus Planning Office, ran two consultation workshops for staff on 13th and 14th November 2007 in DIT, Aungier Street and Bolton St. respectively. An open invitation was issued to all DIT staff to attend and their

participation resulted in a workshops report, also available on the GDA website. In August 2008 GDA circulated to the student body a response report setting out how the Project and the Masterplan in particular were addressing their aspirations.

9. Public Representatives

A number of Deputies and Councillors participate on the Board of the GDA or on the Consultative Group. Through membership of these groups these individuals were kept informed of project developments and offered important inputs at key stages of the process.

The GDA is committed to ensuring that all public representatives, including those not members of the Board or the Consultative Group, are well informed and offered opportunities to represent the views of their constituency.

The GDA has been in regular contact with all the Deputies and, Councillors in the Dublin 7 electorate area throughout the consultation process

10. Educate Together

In relation to the planned primary school on the site, the GDA met with Educate Together representatives to clarify their requirements and to explain the emerging location and style of the school. The Department of Education and Science is the funding body for this school and close contact was also maintained with their Buildings Unit throughout the process.

11. Other Stakeholders

The other stakeholders e.g. Dublin City Council, Minister for Health and Children, Minister for Environment, Heritage and Local Government, and Minister for Education and Science were served by a more formal and more standard communications approach.

This encompassed appropriate formal correspondence as required, responding promptly and comprehensively to queries, and meeting with relevant parties in those organisations.

12. Formal Call for Submissions

The GDA advertised in national newspapers, local newspapers and by notification letter to the Consultative Group, registered groups and relevant bodies for written submissions to guide the Agency in progressing with the required Strategic Plan. National advertisements were published on 8th May 2008 and the closing date for all submissions was Wednesday 18th June 2008. A briefing paper was also prepared and made available to all those who wished to make a submission. A copy of this briefing paper is included in **Appendix 11**.

Key issues that were raised in submissions included, but were not limited to, the following:

- Access via Fingal Place
- The proximity of student residences to Grangegorman Villas
- The critical importance of the Broadstone/Constitution Hill entrance
- Traffic and transport management, in particular during the construction phase
- The plans for the houses facing St Joseph's Road on Prussia Street
- Height and density of some buildings
- Security on the site to mitigate anti-social behaviour
- Disability access and provision
- Provision of sports facilities and community access to these facilities

Following requests, the GDA and its advisers met with a number of residents and groups to hear in more detail their concerns. Details on submissions and the GDA's consideration can be viewed in **Appendix 12**.

13. Communications Principles going forward

The project will move through many stages including planning, design, construction and gradual occupation. Throughout these stages the GDA will develop targeted approaches that will facilitate consultation and a pro-active information policy.

To underpin its activities in this area the GDA has formally adopted a set of Communication Principles which are enclosed in Appendix 13.

14. Conclusions

An extensive and elaborate consultation programme was undertaken to gather views, avail of local knowledge and to take account of concerns, all providing valuable inputs to the project. Many of the local groups and residents' associations played a full role in the development of the Strategic plan and the Masterplan.

All feedback and suggestions that were provided to the GDA and its advisers were discussed and, where possible, taken into account. Some issues that were raised fell outside the remit of GDA.

Each stage of the process was communicated in a transparent manner. The GDA endeavoured to provide the fullest amount of information possible and responded to all requests for further details as expeditiously as was possible. As with any project it is not possible to meet the aims and hopes of every individual and group. However, it is hoped that this summary of the process to date demonstrates that considerable resources and effort were deployed by the GDA to address the many concerns of the Grangegorman neighbourhood and key stakeholders. Furthermore the GDA is committed to maintaining an active engagement and communications policy throughout the life of the project.

Appendix 6 – Sample Information Posters

the community

A VISION

The Community seeks a campus that is inviting, connected to the local Community and creates opportunities to develop a world-class educational campus, which sits seamlessly within its neighbourhood.

The campus should be a destination for all ages and abilities and by its character be a magnet for interaction.

The Community wants to establish a GP Training Scheme in Grangegorm.



Grangegorm Community Photos supplied by the University of the Children



grangegorman
development agency

dit vision for grangegorman

STAKEHOLDERS

DIT will develop a welcoming and inviting campus which promotes access, learning and research and fosters enterprise in a quality, environmentally and socially sustainable, urban campus. Building on DIT's strong history of community links, and interaction with business and industry, the campus will become a catalyst for development within the city. DIT will create Ireland's premier multi-level vocational university at Grangegorman.



Campus Elements

- * Academic and research facilities
- * Library
- * Centre for the visual, performing and media arts
 - music, drama, photography
- * Sports and recreational facilities
- * Retailing - shops, restaurants
- * Conference facilities and exhibition space
- * Enterprise support resources and science park
- * Student residences



health service executive

STAKEHOLDERS



The Health Service Executive (HSE) is responsible for providing Health and Personal Social Services to everyone living in the Republic of Ireland.



The HSE provides thousands of different services in hospitals and communities across the country. These services range from public health nurses treating older people in the community to caring for children with challenging behaviour; from educating people how to live healthier lives to performing highly-complex surgery; from planning for major emergencies to controlling the spread of infectious diseases. At some stage every year, everybody in Ireland will use one or more of the services provided. They are of vital importance to the entire population.

The largest employer in the State, the HSE employs more than 65,000 staff in direct employment and a further 35,000 staff are funded by the HSE. The budget of almost €14 billion is the largest of any public sector organisation.

The establishment of the HSE represents the beginning of the largest programme of change ever undertaken in the Irish public service. It is now the single body responsible for ensuring that everybody can access cost effective and consistently high quality health and personal social services.



The Grangegorman Development
What would you like to see?

A Report on the Proceedings of
Six Public Consultation Workshops



Grangegorman Development Agency

Facilitated on behalf of the Agency by:
Nurture Development Ltd. and Chambers Ireland



Grangegorman
Development Agency

Grangegorman Development Agency

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Foreword



As Chairperson of the Grangegorman Development Agency I am very pleased to publish this report on the proceedings of the six public consultation workshops held in September and October 2007.

This report is an important milestone in the development of Grangegorman which will see the integration of education, health and other community facilities on this unique and historic 73 acre site, in the heart of Dublin city.

The report captures the commitment and great work of all the workshop participants and records their many and varied contributions. It provides the Agency and its master planners with the ambitions and vision of the community participants and will greatly assist the master planning process.

Read on and enjoy!

A handwritten signature in black ink, appearing to read 'John Fitzgerald'.

John Fitzgerald

Chairperson

Grangegorman Development Agency



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Chairperson's Message

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Introduction

1.1 Introduction

The re-development of the 73 acre Grangegorman site in the heart of Dublin will amount to the greatest single investment in the north inner city. The new city quarter will incorporate all of Dublin Institute of Technology (DIT) in one location, new primary and community health facilities for the Health Service Executive (HSE), as well as new facilities for the local community.

Following on from the two Open Days held in May 2007 to introduce a general overview of the project, the Grangegorman Development Agency (GDA) wished to engage with the public in more detail on a range of specific issues of interest to the community.

The GDA issued an open invitation to residents of the Grangegorman Neighbourhood to engage in a programme of five public consultation workshops (a sixth workshop was added during the process).

The purpose of these workshops was to enable the community, as an important stakeholder in the project, to articulate its aspirations and vision for the future development of Grangegorman. This vision would, in conjunction with the vision of other stakeholders such as DIT and HSE, inform the masterplanning process.

These workshops were arranged by the GDA and facilitated by Nurture Development and Chambers Ireland. The workshops took place at St Paul's C.B.S Secondary School, North Brunswick Street, Dublin 7 on:

- 10 September 2007
- 17 September 2007
- 24 September 2007
- 1 October 2007
- 15 October 2007 and
- 20 October 2007 (at the offices of the GDA).

The purpose of the fifth and sixth workshops held on the 15th and 20th October was to bring together all of the themes explored in the first four workshops with a view to creating an integrated community vision for the development going forward.

To assist the process the first four workshops focussed on particular themes as follows:

Theme	Workshop	Section in Report
Open Space and Public Areas	Workshop 1	Two
The Campus and the Community (DIT and the Community)	Workshop 2	Three
Linking Grangegorman to the City - Transportation/Links	Workshop 3	Four
Health Facilities	Workshop 3	Five
Grangegorman and the Surrounding Neighbourhoods - Economic Development - Social Inclusion	Workshop 4 Workshop 4	Six Seven
Relationship between the Community and GDA	All workshops	Eight

The methodology employed in conducting these workshops is detailed in Appendix 1.

This report sets out to accurately record the views and contributions of the community as expressed across all six of the workshops. It serves as a reminder of the issues, views, concerns and aspirations expressed throughout the process and documents the vision making that emerged at the concluding two workshops.

1.2 Structure of the Feedback Report

Each of the above themes is dealt with in a dedicated section of the draft report.

Section Two deals with Open Space and Public Areas. **Section Three** addresses the Campus and the Community, specifically focusing on Education. This includes the relationship between DIT and the Community, including local primary and secondary schools, as well as the potential for synergy between the DIT and HSE for the benefit of current and future residents of all ages.

Section Four considers the issue of transport links under the theme of linking Grangegorman to the City. **Section Five** deals with Health Facilities which was covered during the third workshop following the discussion on transport links. **Sections Six & Seven** report separately on the themes of Economic Development and Social Inclusion.

An additional cross-cutting theme emerged throughout the process concerning the relationship between the Grangegorman Development Agency and the Community. Associated concerns regarding the lack of representation of the community on decision making structures charged with deciding the future shape of the development - such as the juries involved in the process for selecting the Masterplanner - were also raised under this theme. Given that this theme emerged at each workshop, it is dealt with in its own right under **Section Eight** entitled Relationship between the Community and GDA.

Across the first four workshops, themes from one evening often re-emerged on other evenings. Where this occurred, we have included those points under their relevant thematic headings. The report is structured to reflect the broad range of views expressed and it aims to capture the wide and varied views expressed at each workshop.

The fifth and sixth workshops took place on Monday 15th October and Saturday 20th October. The sixth workshop took place on a Saturday afternoon, following a request from the community for a workshop on an alternative day and time to accommodate those who were not able to attend evening workshops. This workshop was held in the offices of the GDA on the grounds of St. Brendan's Hospital and was preceded by a guided walk of the grounds at Grangegorman.

The purpose of the final two workshops was to draw together the themes explored during the first four workshops so that the community could identify their aspirations for the new integrated development in Grangegorman. The visions, as expressed by those attending these workshops, are detailed in **Section Nine**.

At those 'vision' workshops, each group reviewed the area's needs while also looking at its assets and strengths, looking to build on what the community already has as well as addressing what it needs. A number of common themes emerged in the visions developed by the six different groups at these two workshops.



2

Section Two: Open Spaces and Public Areas

Workshop theme: Open Space and Public Areas

Workshop session: 10 September 2007

Attendance: Approximately 80 people

Presentation Made: *Grangegorman Community Workshop* Gerry Murphy, GDA

This workshop as well as offering an overview of the public community consultation process, considered a range of questions under the above theme including:

- How can we make open spaces community friendly places?
- How can the public areas best serve the campus and the community?

This workshop identified a range of key issues, concerns and aspirations under the following headings:

1. Access to the Campus
2. Green Space/Open Space
3. Sports and Leisure Facilities
4. Environmental Sustainability
5. Architecture
6. Height/Density
7. Security

The issue of transport was also mentioned with a high level of frequency at the first workshop. The points relating to transport are presented in Section Four of this report.

2.1 Access to the Campus

- ✓ There should be open access to the site, pedestrian and otherwise. The development should be designed in such a way as to ensure that it opens up to the surrounding community.
- ✓ Open access is important so that the campus does not become a 'hallowed' university ground that is cut off from the surrounding neighbourhoods.
- ✓ The campus boundary should be a welcoming one and should be perforated with access points at numerous locations and the green spaces should be readily accessible to the community.
- ✓ The entrance to the campus should be welcoming to the community, well appointed and well located.
- ✓ The site should be opened up so that the various communities located around its perimeter, currently divided by the site and excluded by the boundary wall, can begin to connect and relate to each other.
- ✓ Bus/car access points should be located along the least densely populated side of the campus i.e. the Broadstone side.
- ✓ The heritage of the North Circular Road should be considered and respected when developing the Masterplan. Some of the existing entrances e.g. the entrance on North Circular Road, are under a preservation order: these should be respected.
- ✓ Two access points off the North Circular Road would worsen an already congested traffic situation. This is therefore to be avoided.
- ✓ Access from the North Circular Road road should only be for pedestrians and cyclists and existing entrances should be used.

2.2 Green Space/Open Space

- ✓ Fifty per cent of the campus should be green space. Buildings should be located at the centre of the development with appropriate density to facilitate the 50% open space principle.
- ✓ Green space is limited in the Grangegorman area and the campus should increase the green space available to the children, schools and residents of the area. There should be large open spaces which provide facilities for the young people of the area.
- ✓ Rooftops should be designed so as to maximise available space on the site. Green roofs would augment the feeling of space and could cater for facilities such as cafes and meeting places while also providing space for facilities that require artificial surfaces such as Astroturf.
- ✓ There is an opportunity to have green parks, sensory parks and orbit parks. These should be located around the perimeter of the campus near the entrances while also being linked together.
- ✓ The perimeter of the site should be developed as a permeable membrane where people are pulled into the site by lots of interesting spaces that have multiple functions and features, such as gardens and different types of play areas that accommodate varying levels of interest, facilitating very young children right up to teenagers.
- ✓ A good example of the use of green space is the linear park at the Grand Canal. It has mixed facilities such as a sports area, children's playground. It is used by the community because it is accessible.
- ✓ School gardens which are used to teach children should be provided. Such gardens should be located near the school and the library. These gardens and play areas should be linked to encourage movement around the site, so that people are drawn in to visit these spaces due to their clever design and qualities.
- ✓ The development should include a lot of trees, pleasant walk ways, glass buildings to reflect some of the historical buildings already onsite, in a way that is sympathetic to the existing site.
- ✓ Car parks, if there are any, should be underground, thereby using open spaces/green spaces to accommodate people as opposed to cars.
- ✓ There should be water features on the campus. Some people proposed one large feature while others suggested several smaller ones.
- ✓ The campus should be like Central Park, with its various amenities available to all. The campus should be designed to encourage physical activity, including walking and cycling. An active environment will require less policing.

2.3 Sports and Leisure Facilities

- ✓ The facilities provided should cater for every age group, with a cradle to the grave principle built into every building, amenity, facility and programme on site.
- ✓ Facilities should be open from 6.00 a.m. to 12.00 a.m., as 9.00 a.m. to 5.00 p.m. opening hours will mean limited access for local residents.
- ✓ The proposal that Dublin City Council (DCC) locate a library on site was welcomed. It was further noted that state of the art computer facilities should be available in the library.
- ✓ Community access to the campus should be prioritised so that local residents can avail of facilities such as libraries, lecture halls, sports facilities etc.
- ✓ It is important that the community can avail of the facilities on campus at little or no cost.
- ✓ The sport facilities provided should cater for multiple sports. They should build on some of the assets in the area such as bowling clubs, pitch and putt facilities etc.
- ✓ Some of the facilities that should be provided include:
 - Swimming pool
 - Sports facilities
 - Theatre/performance centre
 - Ice rink with viewing station
 - Running track around the site
 - Skateboard park for teenagers
 - Basketball/tennis courts
- ✓ The primary school, library and playground should be located near each other.
- ✓ There should be meeting facilities for local groups.
- ✓ A community centre should be situated on campus as opposed to off campus. It was felt that this would create an important link with the community and the site itself. It was acknowledged that it may need to be modified in terms of its activities and hours from the 'conventional' community centre to accommodate its different users and communities. However this could well enhance the benefits accruing to the community as opposed to reducing its usefulness, e.g. college students could use the centre for meetings while also volunteering to assist youth clubs.

2.4 Architecture

- ✓ The architecture should complement and respect the building heritage on the site and in the area. Some felt that there should be cutting edge, iconic contemporary architecture on the site, while still embracing and enhancing the traditional buildings.





2.5 Environmental Sustainability

- ✓ The campus should be developed in a manner that is environmentally sustainable, using technologies such as solar power with excess power exported to the community.
- ✓ The wildlife (flora and fauna) currently on the site should be protected.
- ✓ Existing biodiversity, including rivers, wildlife and healthy mature trees, should be respected and where possible, retained.
- ✓ The use of alternative energy should be promoted. A start could be made by saying no to cars.
- ✓ There are concerns as to whether or not the campus will have the capacity to provide for all stakeholders. There should be an agreement on percentage use between the HSE and DIT.

2.6 Height/Density

- ✓ The height of the building must be acceptable to the local community. Some suggested limiting the development to a height of 6 storeys.
- ✓ Some suggested low-rise only while others expressed the view that appropriately located higher-rise would free up available green space.
- ✓ The upper house and lower house are areas of the site well known to many locals. It was suggested that perhaps the higher portion of the development should be placed in the 'lower house' area of the site, as there are very few houses proximate to that area.

2.7 Security

- ✓ The security of the site is a major concern for local residents and should therefore be prioritised. The Gardai should be involved in the planning from the outset. With this in mind, it was noted that the Gardai have a specialist unit well placed to security proof all plans, and these services should be built into the master plan.
- ✓ Security should be enhanced through good design as well as being provided on the campus on completion.
- ✓ The design of the public realm is extremely important and as such, it should communicate a felt sense of being policed and well managed as a public space. It should therefore be well lit, overlooked and secure.
- ✓ There should be pockets of well used facilities surrounding public areas -not just one big park but lots of pocket parks that are overlooked and controlled by 'campus police' or community police.
- ✓ Authorities need to take a strong position on anti-social behaviour on the campus from the outset, putting the safety of local residents above all else.
- ✓ The increase in population as a result of the new campus may increase the risk of anti-social behaviour and this should be addressed in a planned way. By ensuring a strategy for anti-social behaviour is in place in advance of opening the facility, the possibility of preventing problems before they occur is increased. A review of security strategies on other campuses (national and international) was requested.
- ✓ There are already serious concerns about drugs in the area. Unfortunately, third level colleges are often associated with drugs and therefore it is recommended that plans be put in place to tackle this possible problem. Substance abuse courses might be useful too.





3

Section Three: The Campus and the Community

Workshop session:	17 September 2007
Attendance:	Approximately 40 people
Presentation Made:	<i>DIT Today</i> Dr. Noel O'Connor, DIT

This workshop on the Campus and the Community considered a range of questions including:

- What should we do to make the campus a place where residents can learn, play, relax and enjoy the new facilities?

A range of key concerns and aspirations were identified under the following headings:

1. Literacy Support
2. Lifelong Learning and Educational Access
3. Supporting Local Schools
4. DIT Expertise in Research for Community Audits
5. Community Gain
6. Other Issues

3.1 Literacy Support

- ✓ Literacy is a major issue in the Grangegorman Neighbourhood (See 2005 Act for definition of the area). Therefore, focused interventions are required if it is to be improved. Many were of the view that DIT would be the ideal delivery agent of change in this regard. By way of starting, it was suggested that an audit of literacy needs be undertaken in the area with a view to defining the actual extent of the challenge and the necessary solution pathways. Following the audit, a plan should be put in place to ensure that literacy levels increase dramatically in the area over the next decade.
- ✓ The research should be both quantitative and qualitative.
- ✓ Westland Berkshire, Scotland, where functional illiteracy levels were reduced from 26% to 6%, would serve as an excellent model.
- ✓ More broadly it was suggested that a 10 year programme to counter social problems be developed, and that the plan contain very tangible and measurable objectives going forward.

3.2 Life Long Learning and Community Access to Educational Opportunity at DIT

3.2.1 Educational Opportunity

- ✓ It was noted that DIT makes a major contribution to many areas but particularly to this area (Grangegorman Neighbourhood) and has done so since 1997. It runs programmes in schools and communities that encourage people into the college in the first instance, and thereafter progression routes are created on an individual basis. This access strategy for communities with lower levels of educational attainment than average is valued and should be built upon.
- ✓ There needs to be tangible evidence of the social mobility (social inclusion) of the entire neighbourhood. Social mobility can be enhanced through access to DIT. This should include a widespread awareness of the courses; the creation of a welcoming environment not just on the campus but in the minds of residents and effortless physical access to the site. Moreover, access to all programmes and facilities should be free.
- ✓ There was general consensus that the principle of cradle to grave education is hugely important.

There is a need for early access programmes for young people, and older people who have a lot to contribute should also be targeted.

- ✓ Adults who did not complete their education should be given the opportunity to do so. Evening classes and Saturday classes may be required to facilitate access for this group.
- ✓ It was acknowledged that Government funding may be required to support DIT in its work so that it can offer courses and programmes that are not revenue generating.
- ✓ Apprenticeships are considered an important part of DIT's brief and should be retained.
- ✓ The college, in making its facilities available, should aim to support educational efforts in the wider community i.e. through tuition support at secondary schools and particularly with Early School Leavers. It is recognised that DIT cannot do everything, that said, it will be in a strong position to provide facilities and much needed resources to help the community support its educational life.
- ✓ The Government also has responsibilities in relation to education that are not within the remit of DIT. However, the community has requested programmes that provide life long learning opportunities given DIT's focus on adult education and occupational learning. This principle should apply to existing residents and new residents coming into the area alike.
- ✓ It is critical that work is done with parents if there is to be any progress in educating vulnerable young people. With this in mind, there should be a range of programmes and facilities to help adults and parents actively engage with their families and communities, e.g. extra mural courses for adults: media studies, drama, healthy eating 'on a budget' cookery classes, ballroom dancing.

3.2.2 Access to Educational Programmes

- ✓ Two themes were recurring throughout the second evening: information and access. It was felt that these two themes are interconnected in that information is access to knowledge, 'if you don't know what's on offer you won't go in the first place.' It was noted that if there are other blocks to access, they should be identified and proactively removed.

- ✓ The principle of access applies not just to the courses on site but also to the site itself and the facilities on site.
- ✓ The importance of the principle of outreach to schools' youth groups and community and voluntary groups was also emphasised.
- ✓ The campus should provide facilities for pre-schoolers, school-going children and youth, right up to older people.
- ✓ Parents should be facilitated to attend night classes through the provision of a night-time crèche.
- ✓ The hours of opening should be extensive, particularly for the extra curricular activities to ensure that people will be able to participate.

3.3 Supporting Local Schools

- ✓ DIT should be seen as a resource for local schools such as St. Paul's CBS which for example has little or no green space.
- ✓ There could be significant input in to the music programmes in local schools through DIT's school of music.
- ✓ Having HSE and DIT on site opens the opportunity for a one-stop shop of services to the wider community e.g. psychological services for local schools. It was felt that a real synergy could be cultivated between the campus and the work of local schools, matching up the assets of the campus with the needs of local pupils.
- ✓ Scholarships should be made available to the local community so as to ensure that young people in the local community have a real opportunity to access third level education. This should be supported from an early stage in the education system through homework clubs, breakfast clubs etc.

- ✓ The link between secondary schools and the campus was emphasised with great importance placed on developing outreach programmes, and engaging with transition year students, so that the college will not be an alien environment to students who have no experience of third level.
- ✓ The opportunity for summer camps as another means of positively engaging young people was put forward.

3.4 DIT Expertise in Research for Community Audits

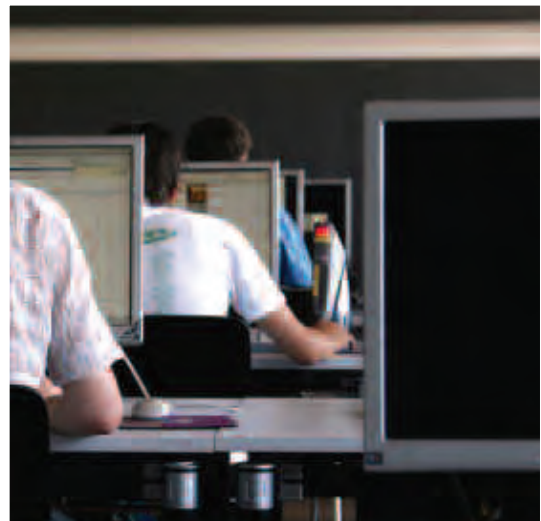
- ✓ An audit of the entire area should be carried out by DIT looking at:
 - Transport
 - Literacy
 - Accommodation
 - Childcare
 - Parking
 - Health care
 - Primary and secondary education (early school leaving etc)
 - Policing, community safety
- ✓ A concrete plan should be developed to improve services in each of these areas and to eliminate or seriously reduce problems where they exist over a 10 year period.

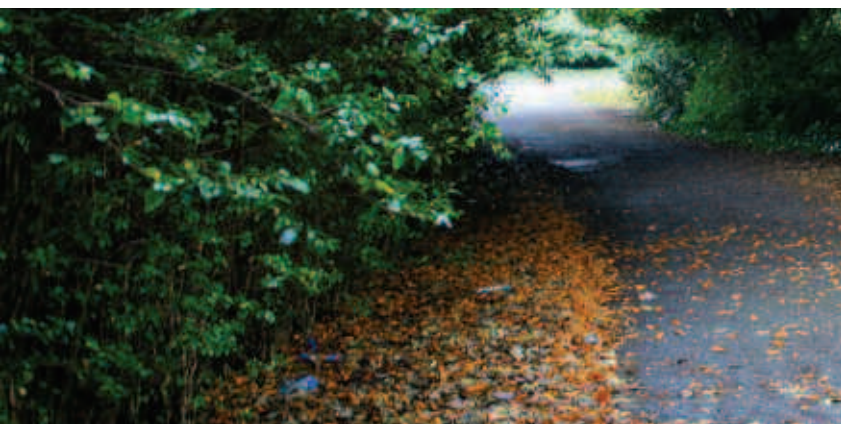
3.5 Community Gain

- ✓ The community can learn from other Irish and international projects. Regeneration projects such as St. Teresa's Gardens could provide information on community gain.

3.5.1 Access to Facilities

- ✓ As a given, the Community should have access to all sports, cultural and leisure facilities.





These facilities should be used to facilitate integration between the community groups, HSE and DIT staff and students through the provision of sports that cater to both sexes and activities that are cross generational and multi-cultural.

- ✓ The community should have access to campus coffee shops and other facilities including crèches. Parents should have an open invitation to such facilities and should be encouraged through various engagement initiatives to become involved.
- ✓ A swimming pool should be provided and the community's access to the pool should be guaranteed.
- ✓ The college should provide meeting rooms for community groups, clubs and associations.
- ✓ There should be office facilities available to home workers in the local community which could be shared with the students in DIT.
- ✓ A local café which uses produce grown on the campus by the local community, would provide a place where neighbours can meet.
- ✓ It was suggested that the campus should be open to tourists and that there be a heritage centre and some craft shops to promote tourism in this already important tourism area.

3.5.2 Programmes and Supports for the Community

- ✓ There was a strong desire that DIT would actively seek to give something back to the community off campus, such as district heating for the area, street furniture, lighting and other precinct improvements.
- ✓ The arts should feature on the campus and on the site in general. DIT should take a lead in this regard.
- ✓ It was suggested that DIT can start helping the community with their expertise now rather than waiting until they are on site in Grangegorman e.g. by providing legal, architectural, and engineering expertise.
- ✓ DIT can help the local community and voluntary sector in addressing early school leaving, literacy difficulties, teenage pregnancy, substance misuse etc. now, by providing outreach supports that go to the heart of the community and the heart of its social problems.

- ✓ A concern was expressed around the care of the elderly in particular, and that the development presents an opportunity to combine services, amenities, and facilities for older people that should be maximised.
- ✓ Courses and programmes on nutrition and healthy eating should be linked in with the growing of food in school gardens, allotments and therapeutic horticulture for HSE clients.
- ✓ Building a culture of care for older and younger residents and the needy was considered as hugely important, and was a aspiration that was once again strongly aired under the theme of social inclusion (see Section Seven).
- ✓ It was felt that the college will be well placed to provide therapeutic supports in conjunction with the HSE, e.g. meditation.

3.6 Other issues

- ✓ Discussion took place around the ratio of HSE to DIT space on the new integrated development site. One group noted that it was their understanding that a 60:40 ratio in favour of Dublin Institute of Technology (DIT) has been agreed in principle. The group went on to note that they hope this ratio will apply and that the two institutions will work closely together, since it was felt that potentially there could be a high degree of synergy between these two stakeholders, which would ultimately benefit the community as a fellow stakeholder.
- ✓ Research and development should commence as soon as possible on the part of DIT who could bring their expertise to community based research, the provision of support groups and relevant courses and programmes.
- ✓ The suggestion was made that the number of students should be 'capped' so as to avoid overpopulating the area and also to ensure that the HSE retain adequate space for their services.



Section Four:

Linking Grangegorman to the City

Workshop theme:	Transport links
Workshop session:	24 September 2007
Attendance:	Approximately 40 people
Presentation Made:	<i>Transportation/Links</i> Gerry Murphy, GDA

This part of the workshop broadly considered the following question:

- How we can ensure that the development opens up the site and links well with the city?

The workshop identified a range of key concerns and aspirations under the following headings:

- 1 Broadstone Depot
- 2 Public Transport
- 3 Car Free Campus
- 4 Traffic Management

4.1 Broadstone Depot

- ✓ It was expressed in the strongest terms that the relationship between the campus and Broadstone is critical to the discussion on transport. The absence of information regarding Broadstone seriously impedes the community's ability to speak meaningfully about transport. The plans for Broadstone will have a significant impact on the Grangegorman site and on the area and should be brought forward as a matter of urgency.
- ✓ The GDA should anticipate future integration with Broadstone and plan accordingly.
- ✓ As a starting point, the disused railway line in Broadstone should be used.
- ✓ Clarity should be sought on the RPA and CIE plans for the Broadstone site, since some felt that they appear to be conflicting. Specifically many of those in attendance wanted to know whether it is rail or Luas going into Broadstone. Some considered that the RPA and CIE should have been in attendance to answer questions.
- ✓ It was strongly recommended that the boundaries of the development should be extended to include Broadstone which would allow for transport to be fully incorporated into the plans for the campus.

4.2 Public Transport

- ✓ It was generally felt that transport is one of the biggest issues in relation to the Grangegorman development.
- ✓ Key transport infrastructure projects need to be completed in advance of the construction phase of the development and prior to sizeable numbers of people being brought into the area e.g. extension of the LUAS line. Adamstown was cited as the right approach and a similar approach is recommended for the Grangegorman site.
- ✓ The Luas is a popular service that is currently under pressure. There are concerns about the impact that the population influx will have on this service and questions as to what plans, if any, are in place to extend the service. It was suggested that if no plans are in place, they should be developed.
- ✓ The possibility of recommissioning the freight line that runs under the Phoenix Park was suggested.

4.3 Car Free Campus

- ✓ Consideration should be given to having a car free campus but not at the expense of local residents if it meant that cars were parked in the surrounding residential areas instead.



- ✓ Underground parking should be provided and the campus should provide alternative transport means on site such as an electric bus service circling around the site, providing transport to health facilities and also delivering to buildings, thereby reducing the numbers of trucks and vans.

4.4 Traffic Management

- ✓ The issue of access to the campus during construction and on completion of the campus was raised.
- ✓ The area is already very congested and some roads such as the North Circular Road (NCR) are already reaching gridlock under the pressure of current traffic flow.
- ✓ The starting times of classes should be staggered so as to relieve traffic congestion.
- ✓ Public transport should be prioritised along with cycle paths from Broadstone, Prussia Street etc.
- ✓ A traffic impact assessment of the project on the area should be carried out.
- ✓ Pedestrians and cyclists should be given priority when planning for transport.



5

Section Five: Health Facilities

Workshop theme:	Health Facilities
Workshop session:	24 September 2007
Attendance:	Approximately 40 people
Presentation made:	<i>Grangegorman Site – HSE Anne O'Connor, HSE</i>

This portion of the workshop focused on the following question:

- A new community health model-what do you look forward to?

This part of the workshop identified a range of key concerns and aspirations under the following headings:

1. Current HSE Residents and Staff
2. HSE Buildings
3. HSE Services
4. HSE Capacity to Deliver Proposed Services

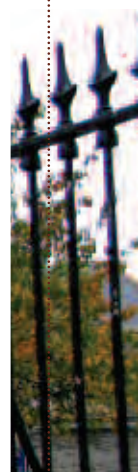
There was general support for the HSE proposals and the opportunity that the development presents in terms of delivering much needed world class health facilities to the local community.

5.1 Current HSE Residents and Staff

- ✓ There are concerns about the future of the HSE patients who currently reside on site (approximately 100). The needs of these patients should come first, ahead of all other stakeholder requirements; moreover their re-housing on the site should be handled sensitively, given that the site is 'home' to them.
- ✓ Many in attendance felt that the staff involved in the current and planned HSE services should be supported by the local community and they should feel free to ask for that support.
- ✓ It was also noted that the Agency should facilitate meaningful consultation with the staff in much the same manner as has taken place with the community.

5.2 HSE Buildings

- ✓ Some clarification was requested as to whether there will be one large health facility or several smaller facilities on site.
- ✓ It was felt that HSE services should be very accessible and should be located close to the entrances of the site.
- ✓ The Primary Care Teams should be located in easily accessible areas on the site where there is minimum traffic congestion.
- ✓ There are concerns that the current off site facilities in the area may be neglected by the HSE going forward as they focus resources on the services on-site.



5.3 HSE Services

- ✓ There was concern that some of the services that are proposed are subject to funding being available. These services include:
 - Community Nursing Units for Older Persons
 - Living Unit for the 'Frail Elderly'
 - Purpose built units for people with disabilities
- ✓ It was felt that the above services were three of the most important services that the HSE could deliver. Therefore it was proposed that creative ways to source funding be considered and/or that funding should be ring-fenced for these services from the beginning from exchequer funds if necessary.



- ✓ The current alcohol treatment and methadone centre should be part of the new development.
- ✓ The community health services should be preventative with suitable health education programmes operating out of the facility as well as remedial and curative programmes. There should be a culture of care approach with the integrated provision of support services for both the local community and the student population.
- ✓ There is a need for improved services in the area of mental health. A 24 hour admissions service should be available as should services for the many homeless and vulnerable people in the area.
- ✓ It is important that HSE services are not contracted out; instead the HSE should seek to actively retain a public service ethos.
- ✓ Mental health patients will need suitable physical space for their treatment and recovery in terms of privacy, security and appropriateness.
- ✓ The HSE involvement in this integrated development represents a significant opportunity to create a model of excellence in community healthcare which would serve as an example for others. The following services/facilities should be provided:
 - A drug treatment facility
 - 25 unit step-down or respite facility for older people
 - Youth counselling service and/or other services to address youth suicide
 - Depression related issues.
- ✓ Respite care should be one of the services provided by the HSE. The respite care provided should be non-institutional in its approach with tailor made services for three specific groups: 1) those with special needs, 2) older people 3) children.
- ✓ Existing voluntary/community organisations that provide formal and informal health programmes should be recognised and supported with funding provided where possible.
- ✓ A facility should be provided that could be used to host supervised visits for vulnerable families/families in crisis between parents/grandparents and their children/grandchildren. This should be a friendly and informal environment.
- ✓ There should be a centre of excellence developed for medical training and GP training.

5.4 HSE Capacity to Deliver

- ✓ Concerns were raised regarding the HSE's capacity to deliver on current proposals, as well as concerns about the availability of funding mentioned above. Questions were raised around the availability of land to accommodate the various health facilities.
- ✓ There were concerns expressed that 20,000 plus DIT students may swamp the HSE services even though DIT has its own health service.





6

Section Six: Grangegorman and the Surrounding Neighbourhoods - Economic Development

Workshop theme: Economic Development

Workshop session: 1 October 2007

Attendance: Approximately 45 people

Materials available: Materials from North West Inner City Network, RAPID, and the Dublin Inner City Partnership

This portion of the consultative process considered how the campus can be developed in a way that promotes social inclusion and economic growth within the surrounding neighbourhoods. For the purposes of clarity, the aspirations and concerns regarding social inclusion and economic development are detailed separately (see Section Seven for feedback on Social Inclusion). Concerns and aspirations specifically relating to entrepreneurial support and employment were discussed.

6.1 Entrepreneurial Support

- ✓ The development should build on the services and facilities that currently exist in the area.
- ✓ Onsite office space should be provided for companies in the service industry and incubator units for those in the manufacturing industry to encourage people to work in all sectors and at all levels.
- ✓ DIT and the HSE should establish a centre of excellence to support local enterprise with research and advice.

6.2 Employment

- ✓ In terms of economic development, the group felt that employment opportunities for local residents should be maximised, throughout all stages of the project development. Apprenticeships and skilled jobs should be available for local residents, particularly the more vulnerable, and there should be a target number of positions to be filled.
- ✓ It was suggested that DIT and the HSE should engage with FAS and Social Welfare offices in sourcing people and training them to take up jobs on offer.
- ✓ Going forward, the need for DIT and HSE to develop employment strategies was noted. It was also felt that such strategies should state the number and type of job positions that will be available.



7

Section Seven: Grangegorman and the Surrounding Neighbourhoods - Social Inclusion

Workshop theme: Social Inclusion

Workshop session: 1 October 2007

Attendance: Approximately 45 people

Materials available: Materials from North West Inner City Network, RAPID, and the Dublin Inner City Partnership

As noted above, this workshop identified a range of key concerns and aspirations relating to economic development and social inclusion. For the purposes of clarity, the aspirations and concerns regarding social inclusion and economic development are detailed separately (see Section Six for feedback on Economic Development).

This workshop identified a range of key concerns and aspirations under the following headings:

1. Development of Social Inclusion Strategies
2. New Communities
3. Older People
4. Lone Parents

7.1 Development of Social Inclusion Strategies

- ✓ There were a number of socially excluded and other groups not in attendance at the workshops and it was felt that these groups should be consulted in order to ensure that the consultation process was representative.
- ✓ It was feared that promoting social inclusion is no more than an afterthought in the context of the development as against being a core objective of the project. The GDA should ensure that social inclusion is a primary and measurable objective of the overall project. The Master Plan needs to reflect this central objective.
- ✓ Concerns were expressed that DIT and the HSE on their own will be unable to deliver on social inclusion. It was felt that an inter-departmental plan is required from the governmental departments in relation to social inclusion and economic development. GDA should be tasked with securing this plan, and the plan should clearly demonstrate how social inclusion and economic development will be delivered.
- ✓ This development has to focus on the needs of the community, not the needs of the HSE and DIT and it is hoped that consideration will be given to the local community in advance and during construction.
- ✓ Social inclusion should be considered not only in the context of residents living in the area but also with an eye to anyone who will be affected by the development.
- ✓ The effects/impact of the project on the immediate area and the wider neighbourhood should be planned for and due consideration given to impacts on nightlife, local employment, housing, and RAPID targets etc.
- ✓ The HSE as a state agency carries a large responsibility for social inclusion.
- ✓ There are concerns about the number of people with substance abuse issues, the homeless and young teenage mothers in the area. It was felt that more information is needed in this regard and hence it was suggested that an audit should be carried out to accurately determine the level of each group.
- ✓ Definite individual strategies should be developed around the needs of homeless, substance misusers and people with mental health issues, while recognising also that the issues of homelessness, substance misuse and mental health issues often overlap in the lives of vulnerable individuals. It is important therefore that a holistic approach to tackling these issues be adopted.
- ✓ An audit of needs in the area, for example educational and social inclusion needs, should be carried out to inform plans and strategies.

7.2 New Communities

- ✓ There is a growing population of foreign nationals (New Communities), (an attendee noted that the Census 2006 estimates show that 37% of the population of the North West Inner City are members of New Communities). It was felt therefore that steps should be taken to promote greater integration between New Communities and existing communities in the Neighbourhood. It was noted that failing to promote integration may well result in ghetto-like situations emerging in the North West Inner City over time. Extra effort should be made to capture the views of New Communities.

7.3 Older People

- ✓ It was considered vital that the needs of older people are considered at the design and operational stages e.g. whatever transport system is developed on campus should be available to older people free of charge.
- ✓ Particular attention should be given to older men and women who are not linked in with services for reasons of mobility or general isolation, and appropriate outreach programmes should be developed to connect vulnerable older people with appropriate services.

7.4 Lone Parents

- ✓ Lone parent figures would appear to be very high in the area and have grown in recent years (according to figures provided up to 2002). There was a request for information as to why this is the case. Provision of crèche facilities was recommended to at least support a return to formal education.
- ✓ Further issues relating to education were considered at this workshop and are included in Section Three.

8

Section Eight: Relationship between the Community and GDA

Presentation Made: *Masterplan Process* Gerry Murphy, GDA (at Workshop 3)

A common theme emerged at each workshop on the need for a partnership approach between the community and the GDA in planning for this major development.

8.1 Community as Important Stakeholder

- ✓ Many in attendance wanted to emphasise the importance of recognising the community as a key stakeholder in the Grangegorman development.
- ✓ Throughout the four workshops, participants emphasised how important it is that the community are listened to and their views are taken on board.
- ✓ The development should build on existing services and facilities in the community.
- ✓ Many questioned how sure they could be that the Master Planner who is chosen will take due account of the vision that is created by the community over the five consultation evenings. A related concern was expressed around the possibility that the Master Planner will stay married to their original plan and which would have won them the contest: 'Why sacrifice a winning plan for the wishes of the community?' (See also Section 8.3.)
- ✓ There is a desire on the part of the community to collaborate with Grangegorman Development Agency rather than simply be consulted. One of the obstacles to that collaboration is the mistrust between the two parties. However, collaboration would help overcome that lack of trust. It was also noted that the words used and behaviour shown at times have not helped in building trust.
- ✓ Some in attendance publicly questioned the independence of the chief facilitator and also sought the use of an independent chairperson for the evenings (i.e. not the CEO of the Grangegorman Development Agency). Some people expressed concerns regarding how the video recordings made at the first three workshops were to be utilised and whether individuals' comments would be identified in the final report or to the Agency.
- ✓ A number of people had concerns as to how the Public Private Partnership arrangement would affect community ownership and as to whether it could result in privatisation, particularly of the health services.

- ✓ Concern was expressed regarding the timing and location of the workshops and the consequential effect on the attendance numbers.
- ✓ The map provided at the first workshop did not show the full Grangegorman Neighbourhood Area as defined in the legislation.

8.2 Other Groups to be Consulted

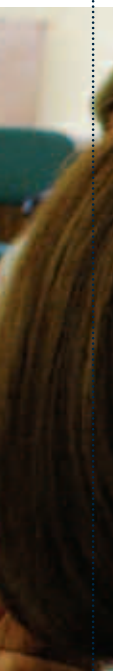
- ✓ The socially excluded should have a voice in the development, and they should be directly consulted as they have not been represented at the public workshops.
- ✓ There should be proper consultation with the new communities in the area.
- ✓ People living in local authority housing on Constitution Hill should be consulted, particularly in relation to how the proposed transport links will affect them.
- ✓ Young people, students, health workers and business owners should be included in the consultation.

8.3 Future Consultations and Responses to the Masterplan

- ✓ People expressed a strong desire to see a draft report on the workshops and to be given the opportunity to comment and suggest enhancements.
- ✓ Some people had concerns that once the Master plan team is appointed and the contract is signed, that the master plan will be primarily based on what was submitted for the competition and that therefore the community's vision will not influence the master plan in any meaningful way.
- ✓ There needs to be real consultation with the community and money/resources to buy in technical assistance should be made available by the Agency to support the community in making its response to the masterplan during the limited feedback time. The community may find it difficult to resource the masterplan consultation process in terms of time and expertise from its own purse.
- ✓ When the strategic plan is produced, there will be a limited time for consultation. The GDA may wish to look at this window in order to ensure that it leaves adequate time for the community to respond.
- ✓ It was suggested that the Master Planner would be obliged to bring forward their plans for public review and explain how they have integrated the concerns, aspirations and overall vision of the community for the site.
- ✓ A further concern was expressed regarding the community's right of redress if they are not happy with the manner in which the Master Planner has integrated the views of the community into the plans brought forward.

8.4 Issues related to Representation

- ✓ Some felt that the elected Community Representatives are not being listened to and feel that they are blocked from appropriately representing the concerns of the community at various decision making tables and consequently have little confidence in the workshop process.
- ✓ Some people expressed concern about the confidentiality clause required of GDA Board members restricting the community representative from properly feeding back issues that concern the community, to the community.
- ✓ There is unease that the community, as a stakeholder, don't and won't have the power to influence decisions that impact upon them.
- ✓ A number of participants strongly believe that the community was actively excluded from the process for selection of the Master Planner, and repeatedly expressed their strong annoyance and dissatisfaction that there was no community representation on either of the two juries for the Master planning team selection. It was also noted that the community have the necessary expertise to be involved in the decision making regarding the master plan, and the selection of the master planning team.



- ✓ The community want a defined space to be involved in the master planning process in the future. Residents need to know that they are equal members in the process if trust is to be built between the two parties.
- ✓ There were concerns raised about the lack of recognition being given to the Grangegorman Community Forum and the fact that the North West Inner City Network will be resourced by GDA for a part-time community co-ordinator rather than the GCF.
- ✓ Adequate resourcing for the community should be provided. The €20,000 per annum proposal by the GDA to the North West Inner City Network was not sufficient nor was the seconding of staff from the GDA acceptable. The Grangegorman Community Forum should be resourced.
- ✓ Concern was expressed at the small number of Grangegorman Development Agency Board members in attendance at the public consultations.
- ✓ It was suggested that the Grangegorman Development Agency should engage in 'participatory design' during future consultations, particularly when developing the masterplan so that as many members of the community are involved as possible.
- ✓ The Grangegorman Development Agency Board should meet with the community in a public meeting when the report is launched and engage in dialogue and discussion with them regarding its findings and the community's future role as a stakeholder in the development.
- ✓ It was felt that a feed back process which would inform people as to why certain proposals/recommendations had not been implemented would reassure the community and help ensure support of the project.

8.5 Questions and Information to be Addressed

- ✓ There is a definite desire for more detailed information about the development. Many noted that it is very difficult to vision for the future without specific information.
- ✓ Some people raised concerns about the lack of quality and the inadequate level of detail contained in presentations given and that insufficient questions were answered. They requested information about what DIT and HSE are going to build on the campus and how are they going to impact on the lives of people in the community.
- ✓ More specific information was requested from the HSE regarding their plans for the Grangegorman site. There is concern that the full picture is not being presented and that information such as staff numbers, patient numbers and out patient numbers is not being provided to the community. It was felt that this information would have a major bearing on other issues such as transportation.

- ✓ Many felt it is critical that information is forthcoming regarding the plans for Broadstone due to the impact that any such plans will have on the Grangegorman development. Some people stated that if CIE is outside the planning framework for the development, they would have questions as to how the GDA can comprehensively answer questions related to transport. Some suggested that it would be helpful to have a presentation from CIE who are the key players in relation to transport.
- ✓ Some requested more information in relation to the DIT traffic survey - specifically what seven major DIT centres were included and any information as to where the students and staff were travelling from. Any subsequent studies on current student traffic modes would be helpful.
- ✓ Questions were asked as to what percentage of the land will be given over to the HSE. The figure of 40% was mentioned and people asked if this would be allocated solely for community health care or would a corporate Headquarters be located on site.
- ✓ Clarification was sought on the precise catchment area that will be served by the HSE facilities on site and on where exactly the HSE is to be located on the campus.
- ✓ Confusion about whether a primary and secondary school is being provided on site was reported. Questions were raised as to whether they are included in the Dublin City Development Plan, and if so, has funding been agreed by the Department of Education and Science. There was a request for clarification on these points.



- ✓ There was a request for the names of potential patrons for the school on the basis that schools are typically built on the request of a patron since the absence of a patron has caused difficulties in other areas.
- ✓ A question was raised regarding how many students the campus will accommodate (in student accommodation) and where exactly on the campus student accommodation will be located.
- ✓ Some people expressed concern that the focus to date has been on the built environment. They asked what expertise would be brought in to focus on the human environment and how they would be selected.
- ✓ The question was asked as to whether or not the GDA is subject to the Freedom of Information Act.
- ✓ Some people asked what the relationship will be between the Master plan and the Dublin City Development Plan. It is important to note that the Dublin City Development Plan has committed to sustainable development and supports the use of Agenda 21 processes for inclusive development. This should be noted by the GDA when considering the community's role throughout the development process.
- ✓ Some questioned whether the resources would be available to deliver the project.





9

Section Nine: A Vision for Grangegorman

The final two workshops were focused on developing a vision for the Grangegorman development. They drew together the themes explored during the earlier workshop sessions with a view to recording and documenting the needs and aspirations of the community as an input to the masterplanning exercise due to commence soon.

Various visions for the development were articulated over the two workshops and each vision represents the hopes and dreams of each particular participant group.

The community, in general, were anxious to articulate that they welcome the project, seeing it as an opportunity to enhance both the built and human environment of the area.

9.1 The Assets and Needs of the Grangegorman Neighbourhood

During the breakout sessions, each group reviewed the area's needs while also looking at its assets and strengths, seeking to build on what the community already has as well as addressing what it needs. The assets and needs listed are the collective outcomes of table discussions.

9.1.1 Neighbourhood Assets-

A number of key community assets were identified and are recorded below. These assets are categorised as follows; physical infrastructure, gifts and talents of individuals, community associations and local institutions.

Physical Infrastructure

- ✓ The location of Grangegorman area was identified as one of its primary assets with its proximity to the city centre and to the Phoenix Park seen as very

advantageous for all those living in the area.

- ✓ The current streetscape is a rich and varied one with new and modern buildings alongside historic architecture.
- ✓ The history and heritage of the area are assets that are valued by the community.
- ✓ The parks in the area, although limited in number, are used and enjoyed by both young and old.
- ✓ The current public transport infrastructure including the Luas and bus services is an asset to the area.

The Gifts and Talents of Individuals

- ✓ There are many committed individuals with a lot of energy in the area. There is a strong sense of community confidence and there are many talented adults and children.
- ✓ There is a great resource of a large population of young people and older people.
- ✓ There is a great richness of cultural diversity and

variety with many New Communities who have brought new cultures and talents to the area. They are highly motivated and have lifted the morale in local schools.

- ✓ There are many professional people, including people from the legal profession, historians, teachers, journalists and healthcare professionals living in the area.
- ✓ There is a strong artistic community.
- ✓ There is a warm and friendly feeling in the area with a strong down to earth village atmosphere.
- ✓ There is a tradition of caring in the community, particularly in relation to people with mental health issues.
- ✓ There is a strong sense of hope and expectation about the development.

Citizens Associations

- ✓ Dublin 7 Educate Together
- ✓ Mother and Toddler groups
- ✓ Strong residents associations
- ✓ Grangegorman Forum/GRÁ
- ✓ Senior Citizens Groups, Macro Community Centre
- ✓ Voluntary sports clubs e.g. GAA
- ✓ A number of community networks.

Local Institutions

- ✓ Local schools – primary and secondary
- ✓ DIT
- ✓ There are many local small businesses with local entrepreneurs and shop owners and a strong sense of enterprise in the area.
- ✓ Regional Youth Service
- ✓ North West Inner City Network
- ✓ Dublin Inner City Partnership

9.1.2 Neighbourhood Needs

Transport

- ✓ Traffic congestion is a serious issue in the area and there is a need for better traffic control.
- ✓ There is a problematic network of small, narrow, one way streets which make access to the area difficult.
- ✓ Public transport provision in the area is inadequate.

Social Inclusion

- ✓ High rents are being charged for social housing in the area which disadvantages low income families/individuals.

- ✓ There are large numbers of homeless, disabled and older people living in the area.
- ✓ There are high levels of economic disadvantage and unemployment in the area.

Education

- ✓ Early school leaving must be addressed and there is a very poor rate of progression on to third level.
- ✓ Literacy is a significant problem in the Grangegorman neighbourhood and an audit of literacy levels in the area is required.
- ✓ There is a high percentage of New Communities in the area and there is a corresponding need for English as a Foreign Language classes for children and parents. It is important that we learn from the UK and France in this regard.
- ✓ Schools and facilities in the area have not been adequately maintained due to lack of funds and are now run down.
- ✓ There are very few green spaces available to local schools.
- ✓ There are high levels of educational disadvantage with poor levels of educational attainment.

Health

- ✓ There is a shortage of GPs and dentists in the area.
- ✓ Services for older people such as chiropody are under strain.
- ✓ There is already pressure on the health services due to a growing population.

Physical Spaces/Public Places

- ✓ More green spaces and playgrounds are needed for local residents and children.
- ✓ Community infrastructure is poor in the area and there are inadequate meeting places for community groups.
- ✓ Street cleaning and an enhanced focus on the public domain are badly needed in the area.
- ✓ There are insufficient community crèche services and facilities for parents with young children.
- ✓ The physical environment in the area is not accessible for people with disabilities.

Community Representation

- ✓ There is a need for proper community representation so that the community are taken seriously along with other stakeholders during all stages of the process.
- ✓ There is a need for a better information flow which is open and transparent so that the community can be empowered.

9.2 Group visions for the Grangegorman development

At the final workshops the participants formed individual table groups and engaged in vision-making. These individual visions are documented in this section of the report

Vision 1

Transport

- ✓ There will be a coordinated first class public transport system which will be provided prior to the construction phase of the development. The impact on the community will be minimised during the construction of the transport system.
- ✓ It will be a car free campus and there will be trains/trams on campus. The Broadstone site will be included in the development.

Social Inclusion

- ✓ The GDA and Government departments will present policies/frameworks for social inclusion. English language classes will be provided and DIT will have an institute for minority entrepreneurship.

Education

- ✓ There will be adequate student accommodation for those attending the university. Local children will be assured of access to the university. There will be part time, evening, and Saturday courses and there will be a focus on education for older people.



- ✓ Playschools and preschools will be provided and other supports will be put in place for children in the area e.g. homework clubs.

Health

- ✓ The HSE services provided will be for the community rather than HSE administration. These services will be publicly owned. GP training will be provided on the campus which will help address the shortage of GPs in the area. Services for older people will be prioritised.

Physical Space/Public Places

- ✓ 50% of the campus will be open/green spaces which are accessible to locals.
- ✓ All campus facilities will be developed so as to encourage integration with the community. Sports facilities will be plentiful, some of which could be roof top facilities, and there will be a number of swimming pools.

Economic Development

- ✓ Apprenticeships will be provided during the construction of the campus. There will be supports for start-up businesses, including training.

Vision 2

Transport

- ✓ A traffic plan and strategy will be developed to include Broadstone. Schemes such as a preferential disc parking scheme for local residents should be developed so that residents are not inconvenienced.

Social Inclusion

- ✓ A social inclusion plan will be created which develops services and maximises opportunities for all groups within the community.
- ✓ The area will be a model in terms of access for people with disabilities.

Education

- ✓ There will be a serious strategic educational plan with goals and objectives that focus on lifelong learning. This will involve local access officers who will improve access to third level education for young people living in the area. The development will 'lift all boats' as has happened in the Docklands.

Health

- ✓ The HSE will develop more preventative health programmes and improve primary care in the area.
- ✓ It will work to develop a 'best practice' model of healthcare for the area.

Economic Development

- ✓ There will be apprenticeships for local people who will train with DIT.
- ✓ There will be access to resources for the community and the objective will be to ensure maximum gain for the community from the development in terms of jobs and businesses.

Physical Space/Public Places

- ✓ Certain areas will be 'ringfenced' for community gain.

Representative Structures

- ✓ There will be one voice for the community, which has access to resources and is a legalised and formal structure.

Vision 3

Transport

- ✓ This is a number one issue that needs to be tackled in a proactive rather than a reactive manner.

Physical space/public spaces

- ✓ Given the proximity to the Phoenix Park, public spaces will serve primarily as buffers between the campus and local residents.
- ✓ There will be a number of entrance points on to the campus.
- ✓ The community and sports facilities will be available for a nominal family fee in order to increase accessibility for the local community.

Education

- ✓ There will be mentoring and work experience in the community for DIT students. DIT has a good reputation for practical vocational education but cannot and should not be expected to solve all the problems of the area.

Health

- ✓ The HSE will serve immediate community needs rather than operate as an administrative hub.

Economic Development

- ✓ There will be employment and training programmes for local people.
- ✓ Dublin City Council should play a role in relation to the commercial development of the area.
- ✓ The artistic and historic atmosphere of the area will be retained and studio and exhibition spaces will be made available to the artistic community in the area.
- ✓ There should be a limit on the number of convenience shops and fast food restaurants.
- ✓ A bank and post office should be provided on the campus.

Vision 4

Transport

- ✓ The Broadstone site should be incorporated into the transport system.

Social Inclusion

- ✓ There will be collaborative research projects involving community members who are socially excluded and who have not been involved in this process to date.

Education

- ✓ There will be interdepartmental collaboration between the various state agencies, resulting in joined up thinking in relation to the educational difficulties in the area.
- ✓ Literacy issues will be tackled. Local children will be supported to improve their access to third level as issues such as literacy, truancy etc. are tackled by all parties.
- ✓ The campus will be a model of innovation, creativity and excellence.

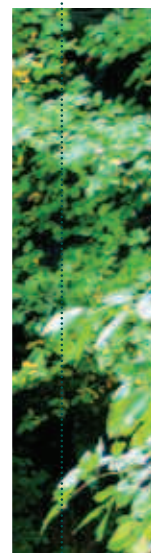
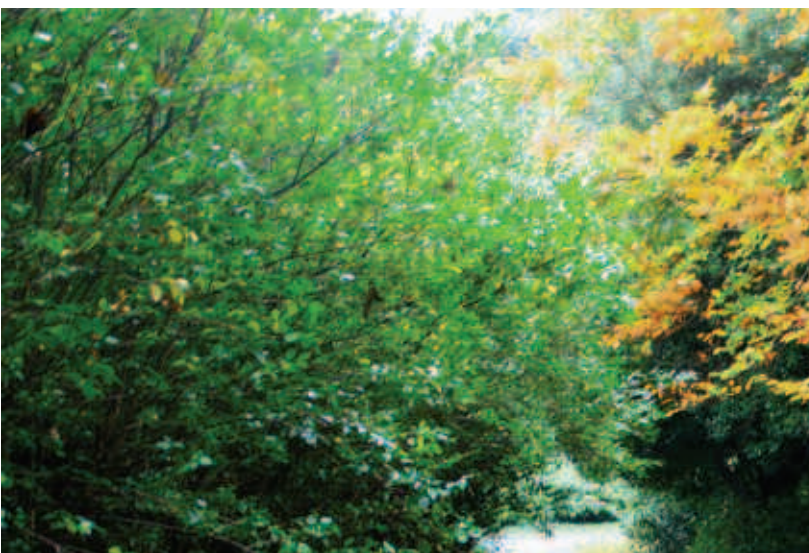


Physical Space/Public Places

- ✓ There will be community meeting spaces for local community and voluntary groups.
- ✓ Sports facilities will be enhanced.
- ✓ The public domain will be enhanced and there will be meeting places for accidental and unintentional social interaction.
- ✓ The external perception of the area will be improved.
- ✓ The development will leave a zero carbon footprint.
- ✓ There will be contemporary architecture that is married with the historic architecture in the area.

Representative Structures

- ✓ There is an opportunity in relation to the Aarhus Convention 2005. As a member of Europe, Ireland is bound by the Aarhus Convention, ratified by the EU in 2005 which assures a community's right to information, participation, and justice in the development of any project that will dramatically affect its surrounding environment and this will inform the approach taken by the GDA.
- ✓ The report from the public consultation will be incorporated into the masterplan.
- ✓ There will be genuine stakeholder involvement and the community will be listened to.



Vision 5

Transport

- ✓ Broadstone will be integrated into the development and the traffic infrastructure will be put in place before the construction phase commences as took place in Adamstown.

Education

- ✓ DIT will be a world class institution with a community development department similar to that of Colombia University in the United States.
- ✓ There will be adequate student accommodation on the campus and the rental market in the area will not be overwhelmed by the influx of students.
- ✓ A cap will be placed on student numbers so that the student population remains consistent over the years.

Health

- ✓ Patients with mental health issues will be accommodated appropriately on the campus.
- ✓ The services provided by the HSE will be for the local area.

Social Inclusion

- ✓ The social inclusion brief in the masterplan will be revisited with reference made to the work undertaken by the Grangegorman Community Forum Taskforce.
- ✓ The Gardai will be included in the process and the community will continue to build on their good relationship with them, working to improve the security of the area.

Economic Development/Employment

- ✓ There will be local employment at all levels.

Physical Space/Public Places

- ✓ Green space will be prioritised so that the maximum amount of green space is provided.
- ✓ A pre-condition prior to construction will be that the planning rules are implemented in full.
- ✓ Another pre-condition will be that the infrastructure of the surrounding area is improved and/or restored.

Representative Structures

- ✓ The GDA will broaden their vision and will look outwards beyond the Grangegorman area to all surrounding areas that will be affected by the development.
- ✓ Information regarding the development will be provided to the community on an ongoing basis and the community will be respected as a key stakeholder.
- ✓ The community representatives will be treated with respect by the GDA and the Grangegorman Community Forum will be recognised as representing the Grangegorman Neighbourhood community.

Vision 6

- ✓ There will be joined up thinking between the various departments, state agencies and Dublin City Council so that development in the area takes place in a meaningful and cohesive manner and so that a co-ordinated vision extends beyond the immediate masterplan for Grangegorman. The Phibsboro Area Plan and other developments in the area such as O'Deveney Gardens will be reviewed in the context of the Grangegorman Masterplan so that the cumulative impact of these developments, and all surrounding developments in the city, can be proactively considered and appropriate actions taken.

Transport

- ✓ The campus will be a car free zone that is well served by a variety of public transport systems including bus, Luas and metro.
- ✓ Cyclists and pedestrians will be prioritised and there will be an adequate provision of cycle lanes and pedestrian crossings.



- ✓ The Broadstone site will have been incorporated into the campus site.
- ✓ There will be numerous access points onto the campus.

Social Inclusion

- ✓ Support will be provided to local services that are working well. An example of one such group is Bradóg Youth Services which works in a creative way with young people from the area.

Education

- ✓ The vocational education opportunities will be harnessed for people in the area so that they can progress into employment.
- ✓ The HSE and the DIT will provide a 'one stop shop' service for children in the area where facilities and supports such as psychological assessments and speech and language therapy are provided.
- ✓ There will be a focus on the arts as a means of enabling young people to learn.
- ✓ DIT will be a treasure chest of expertise and knowledge that will be used to help local interests and projects. The research capacity of DIT will be leveraged to benefit the area and also to build relationships between the community and DIT.
- ✓ There will be a training centre for the Gardai on the campus which will provide training in an urban and community setting. This will result in an additional gardai presence in the area which will improve security for students and the community.

Health

- ✓ The HSE will work in partnership with DIT to cater for health related disciplines on the campus e.g. GP training. This in turn will result in more GPs setting up practice in the area.

Economic Development/Employment

- ✓ There will be an increase in employment opportunities, at all levels, for the local community.

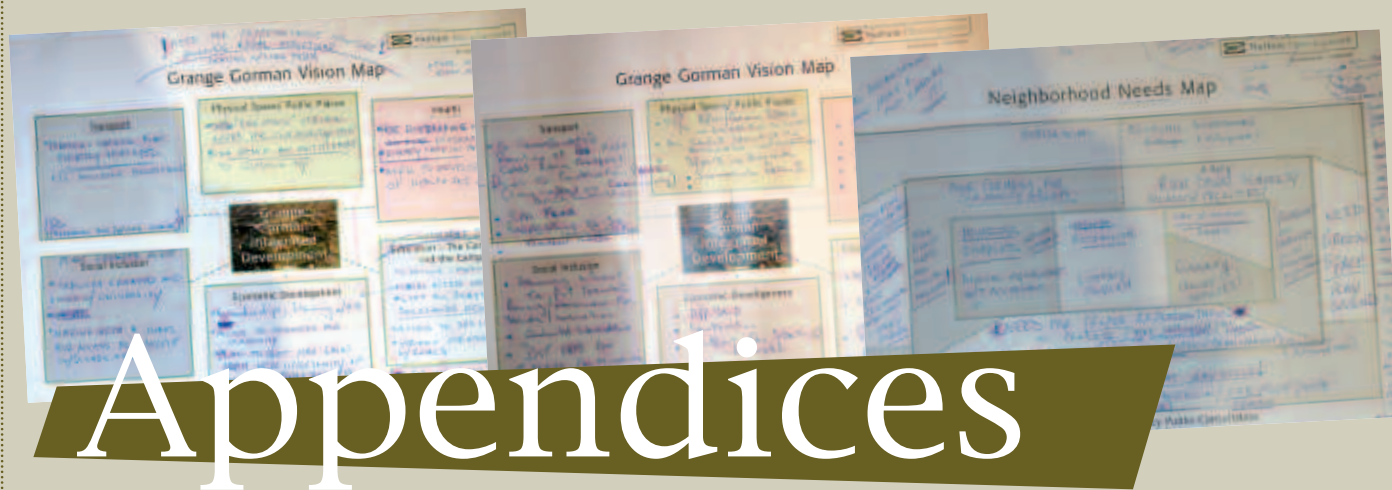
Physical Space/Public Places

- ✓ The development will be a landmark sustainable project that will be used as an example of 'best practice' at a national level. It will ensure economic, social, environmental, physical and cultural sustainability.
- ✓ There will be numerous facilities for the local community such as libraries, swimming pools and schools.
- ✓ Meeting places will be provided on the campus for local community and voluntary groups.
- ✓ There will be a community arts facility that could be home to a local arts group, such as a theatre company.
- ✓ There will be facilities on the campus for children to engage in safe and unstructured play.
- ✓ A 'Percentage for Arts' scheme will be incorporated in the development. This fund will be managed by the community, thereby communicating trust and facilitating the community's sense of engagement in the development. A model similar to the Ballymun Community Arts Projects will be used.

Consultation

- ✓ The visions and issues/suggestions articulated at the workshops should influence the masterplan process and this should be transparent to the community.
- ✓ The community should have direct contact with the Board of the GDA to address concerns with the consultation process and to convey the views and aspirations of the community directly.





Appendices

Appendix 1

Methodology

An open invitation was issued by the Grangegorman Development Agency (GDA) to residents and local groups, organisations and associations of the Grangegorman Neighbourhood to engage in public consultation workshops.

The purpose of these workshops was to enable the community, as an important stakeholder in the project, to articulate its aspirations and vision for the future development of Grangegorman. The clear articulation of the community's views would enable the Grangegorman Development Agency to accurately brief its Masterplan Design Team on the issues, aspirations and physical requirements for the development from a community perspective.

These workshops were arranged by the GDA and facilitated by Nurture Development and Chambers Ireland. The workshops took place at St Paul's C.B.S Secondary School, North Brunswick Street, Dublin 7 on the following dates:

- 10 September 2007
- 17 September 2007
- 24 September 2007
- 1 October 2007
- 15 October 2007

A sixth workshop was also held on Saturday 20th October in order to accommodate those who had not been able to attend the previous workshops. A tour of the Grangegorman site also took place on that day in response to a number of requests from members of the local community.

Each workshop at St Paul's commenced at 7.30 pm and finished at approximately 10.30 pm. The final workshop in the GDA's offices commenced at 2.00 pm. and finished at 4.30 pm.

1.2.1 Promotion of the Workshops

The workshops were advertised through a number of different communication channels. A newsletter highlighting the workshops was printed (see the GDA website www.ggda.ie) and copies were circulated to the following groups:

- 24,000 copies to households/business premises in Dublin 7.
- Members of the GDA Board
- All Consultative Group members.
- 50 copies of newsletter were sent to each of the Grangegorman registered groups for their internal distribution.
- Constituency Dáil members, local councillors and individuals such as the City Manager etc.

A copy of the newsletter was also uploaded on the Agency website.

Newspaper advertisements were taken out in the following national and local papers:

- Evening Herald
- Irish Times
- Irish Independent
- Northside People
- Metro Eireann
- Herald Am
- Herald

A3 and A4 size posters were produced and displayed in over 30 locations including the following:

- libraries
- shops
- businesses
- DCC offices
- Church centres
- Community halls

Local churches were also asked to inform members of their congregation of forthcoming workshops.

Throughout the process, every effort was made to keep the community, and particularly those who had engaged in the workshops, informed. The following communications also took place:

- An email was sent on the 28th September 2007 to all those who had attended previous workshops and who had provided email address to remind them of the dates of the remaining workshops during October.
- A presentation was made by Nurture Development to the Consultative Group on September 12th 2007

following the first workshop with a view to assessing the workshop and planning enhancements for the remaining workshops.

- A presentation was made by Nurture Development to the Board of the GDA on September 24th 2007 following the first two workshops.
- An email or letter (where no email address was available) was sent on the 10th October to all Consultative Group members and those who had attended the previous four workshops enclosing a copy of a draft feedback report on the first four workshops and advising of the vision workshops planned and of the guided walk of the Grangegorman site to take place on 20th October.
- A letter dated 15th October was sent to all the Grangegorman Registered Groups advising them of the guided walk and the repeat vision workshop on 20th October.
- An email or letter (where no email address was available) was sent on the 26th October to all Consultative Group members and those who had attended the final two 'vision' workshops enclosing a copy of a draft feedback report on those workshops and seeking comments.
- There was an additional newsletter delivery, advertising the workshops, to households and businesses in the Kings Inns area immediately following the first workshop.
- All documents and presentations made during the workshops were uploaded on to the GDA website.

1.2.2 Workshop Themes

Each workshop addressed a specific theme, so that as broad a range of issues could be explored as possible. The themes were as follows:

- Workshop 1
Introduction and Overview and Open Space and Public Areas
- Workshop 2
The Campus and the Community (DIT and the Community)
- Workshop 3
Linking Grangegorman to the City (Health Facilities and Transport)
- Workshop 4
Grangegorman and the Surrounding Neighbourhoods (Social Inclusion and Economic Development)
- Workshop 5 - Vision Making
- Workshop 6 - Vision Making

Three of the workshops were preceded by a presentation from a relevant agency representative which included the Grangegorman Development Agency, the Health Service Executive and DIT. The objective of these presentations was to provide an overview of the agencies' plans in relation to the Grangegorman site. At the fourth workshop, a number of documents focusing on social inclusion were distributed so that participants had relevant information regarding socially excluded groupings in the area to hand. See the GDA website www.ggda.ie for the presentations. The presentations and materials distributed at the workshops are listed in Appendix 2.

The purpose of the fifth and sixth workshops was to bring together all of the themes explored in the first four workshops with a view to creating an integrated community vision for the development going forward. The fifth and sixth workshops drew on the discussions of the first four workshops. A copy of a draft report detailing the issues, recommendations and discussions of the first four workshops had already been distributed to those in attendance and was available again on the night.

1.2.3 Promoting Active Participation

The GDA instructed Nurture Development from the outset that the objective of the workshops was the inclusion and active participation of a wide base of community representatives in an open, honest and creative discussion that would assist the GDA, and in turn the Masterplanning Team, in identifying and addressing the issues, aspirations and physical requirements for the development and of the surrounding community.

A number of participatory methods were employed at each of the workshops, including two specific approaches known as Rapid Participatory Appraisal and Appreciative Inquiry.

The room was set out in round tables, each table accommodating up to 12 people.

A large aerial photograph of the site was placed at each table so as to facilitate discussions relating to the site (this aerial photograph was amended for the second workshop onwards to include the full extent of the Grangegorman Neighbourhood area). Materials were provided to enable participants to practically illustrate their points and suggestions on the aerial photograph. Tea, coffee, sandwiches and pastries were provided at the evening meetings in St. Paul's School.

An agenda specific to each evening was distributed at the beginning of each workshop which outlined the presentations to be made, the time for general discussion and most importantly, the time to be spent in table discussions-breakout workshops.

The table discussions/breakout workshops were seen as the most important element of the workshops in that they allowed for the democratic participation of all parties and ensured that all those in attendance were able to voice their concerns and vision. This element of the workshops was monitored throughout the process through feedback questionnaires.

The average percentage response to the two general questions over the six workshops were as follows:

Do you think that this workshop gave you a chance to express any concerns you may have?

Yes: 91.9%

No: 8.1%

Do you think that this workshop gave you an opportunity to put forward what you would like to see happen in Grangegorman?

Yes: 92.05%

No: 7.95%

The percentage response on a workshop by workshop basis was as follows:

Do you think that this workshop gave you a chance to express any concerns you may have?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Yes	89%	95.7%	77.8%	100%	100%	88.9%
No	11%	4.3%	22.2%	0%	0%	11.1%

Do you think that this workshop gave you an opportunity to put forward what you would like to see happen in Grangegorman?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Yes	100%	95.2%	57.1%	100%	100%	100%
No	0%	4.8%	42.9%	0%	0%	0%

During the fifth and sixth workshops, an approach similar to the Planning for Real model was employed. The community citizenry in attendance at each meeting were invited firstly to identify what currently exists in their area. This is sometimes referred to as asset mapping. Secondly, participants were facilitated to identify gaps (gap analysis) in community infrastructure and finally participants were invited to identify ways of building on the assets that currently exist. Some tools specific to the project were developed in order to facilitate this process.

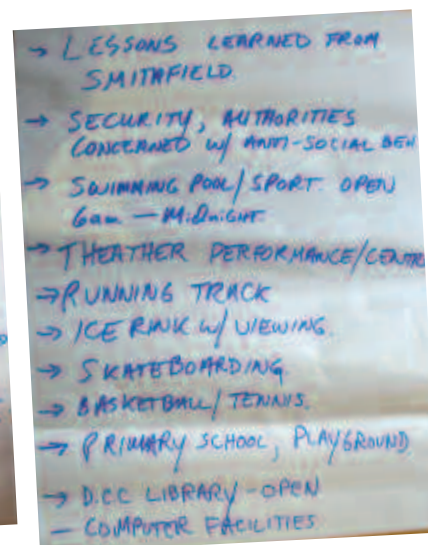
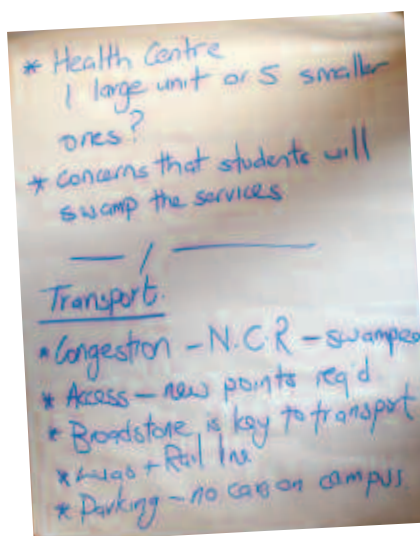
1.2.4 Compilation of the Report

A draft report was compiled on completion of the first four workshops which recorded the feedback and discussions of the participants in relation to the various themes. Feedback had been recorded throughout the process by both the table facilitators and by a number of individuals who had recorded the discussions and feedback during the plenary sessions.

This draft report was then distributed to all who had attended the workshops and individuals were asked to comment on the accuracy of the report and to give their feedback on it. Where the amendments proposed reflected the discussions that had taken place, either during the table discussions or the general sessions, they were incorporated into the report.

Similarly, a draft report was compiled following the two vision workshops which outlined the visions that had been developed by the various groups in attendance. Feedback and comments were requested and incorporated in a similar fashion.

Comments sheets were received from four individuals in response to the first draft report and two comment sheets were received in response to the second document.



Appendix 2

List of presentations and materials used at Workshops

Presentations

Workshop 1

Grangegorman Community Workshop, Gerry Murphy, GDA

Workshop 2

DIT Today, Dr. Noel O'Connor, DIT

Workshop 3

Transportation/Links, Gerry Murphy, GDA

Grangegorman Site – HSE, Anne O'Connor, HSE

Masterplan Process, Gerry Murphy, GDA

Materials Distributed

Workshop 4

'Investing in Community - Responding to Changing Landscapes' Summary Sheet 2006 The North West Inner City Network

Extract from the RAPID Action Plan of 2002

Extract from the Dublin Inner City Partnership Study 'The Changing Face of Dublin's Inner City



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Grangegorman
Development Agency
Gníomhaireacht Forbartha
Ghráinseach Ghormáin

Response Report on how the plans for the Grangegorman Development address the views, concerns and aspirations of the Community as documented in the public consultation process in Autumn 2007

May 2008

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Introduction

In August 2007 the Grangegorman Development Agency (GDA) issued an open invitation to residents of the Grangegorman Neighbourhood to engage in a programme of public consultation workshops.

The purpose of these workshops was to enable the community, as an important stakeholder in the project, to articulate its aspirations and vision for the future development of Grangegorman. This vision would, in conjunction with the vision of other stakeholders such as DIT and HSE, inform the Master Planning process.

A series of 6 workshops were held by the GDA, facilitated by Nurture Development and Chambers Ireland, and are listed below:

10 September 2007	Workshop 1
17 September 2007	Workshop 2
24 September 2007	Workshop 3
1 October 2007	Workshop 4
15 October 2007	Workshop 5
20 October 2007.	Workshop 6

The purpose of the fifth and sixth workshops held on the 15th and 20th October was to bring together all of the themes explored in the first four workshops with a view to creating an integrated community vision for the development going forward.

To assist the process the first four workshops focussed on particular themes:

Theme	Workshop
<i>Open Space and Public Areas</i>	Workshop 1
<i>The Campus and the Community (DIT and the Community)</i>	Workshop 2
<i>Linking Grangegorman to the City -Transportation/Links</i>	Workshop 3
<i>Health Facilities</i>	Workshop 3
<i>Grangegorman and the Surrounding Neighbourhoods - Social Inclusion</i>	Workshop 4
<i>Grangegorman and the Surrounding Neighbourhoods -Economic Development</i>	Workshop 4

A feedback report was produced to provide an accurate record of the views and contributions of the community on these themes. Each of the Workshop themes was dealt with in a dedicated section of the feedback report which was distributed to community groups and participants and is available on the website www.ggda.ie.

Contents of this Document

This Response Report follows the structure of the feedback report and sets out how the GDA together with its master planning team and its strategic advisory team is addressing the issues raised.

Section 2: Open Spaces and Public Areas

Workshop session: 10 September 2007

This workshop considered a range of questions under the above theme including:

- How can we make open spaces community friendly places?
- How can the public areas best serve the campus and the community?

This workshop identified a range of key issues, concerns and aspirations under the following headings:

1. Access to the Campus
2. Green Space/Open Space
3. Sports and Leisure Facilities
4. Environmental Sustainability
5. Architecture
6. Height/Density
7. Security

The issue of transport was also mentioned with a high level of frequency at the first workshop. The points relating to transport are presented in Section Four of this report.

2.1 Access to the Campus	Responses
<p>There should be open access to the site, pedestrian and otherwise. The development should be designed in such a way as to ensure that it opens up to the surrounding community.</p>	<p>The Master Plan design provides strong links with the immediate community as well as Dublin's greater urban context. Open access is proposed all around the perimeter of the site, at Broadstone Gate, North Circular Road, Upper and Lower Grangegorman, Morning Star Avenue, Fitzwilliam Place North, and Prussia Street via St. Brendan's Gate.</p> <p>In order to achieve the maximum integration with the existing urban grid surrounding the site, as well as the best possible access to the public transport networks, the site will be designed to provide the best possible permeability across its boundaries.</p>

<p>Open access is important so that the campus does not become a 'hallowed' university ground that is cut off from the surrounding neighbourhoods.</p>	<p>The 'Green Fingers Landscape Concept' offers a rich sequence of pedestrian paths for the community to access the development. St. Brendan's Way and the serpentine east-west green path traverse through the site to connect it with the Grand Canal north to Mountjoy, and west toward Phoenix Park. A weaving network of north-south 'landscaped fingers' provide access from North Circular Road through the development to the large sports amenities at the Fields.</p>
<p>The campus boundary should be a welcoming one and should be perforated with access points at numerous locations and the green spaces should be readily accessible to the community.</p>	<p>The Master Plan provides welcoming access points at numerous locations (please see above). The general community will have access to the green spaces, parks and playgrounds.</p>
<p>The site should be opened up so that the various communities located around its perimeter, currently divided by the site and excluded by the boundary wall, can begin to connect and relate to each other.</p>	<p>The Master Plan design reaches out to link the site with the immediate community, as well as Dublin's greater urban context, to create an Urban Quarter that is inviting and connected to the local and larger community. The overall 'Green Fingers Landscape Concept' represents an open 'hand' that reaches out to draw the community into the development.</p>
<p>Bus/car access points should be located along the least densely populated side of the campus i.e. the Broadstone side.</p>	<p>The Master Plan has provision for the location of major bus/car access points toward the Broadstone side.</p> <p>The Master Plan proposes that vehicular access will be available to the site from</p> <ul style="list-style-type: none"> • Grangegorman Road Upper and Lower (existing) • Constitution Hill (via Broadstone site) • North Circular Road (existing entry plus new entry) • Prussia Street • Morning Star Road • Fitzwilliam Place North <p>The variety of options for vehicular access does not necessarily entail proposed new vehicular routes through the site. The concept is that all the new accesses will lead to 'traffic cells', at least during busy times.</p>

<p>The heritage of the North Circular Road should be considered and respected when developing the Master Plan. Some of the existing entrances e.g. the entrance on North Circular Road, are under a preservation order: these should be respected.</p>	<p>Conservation is one of the constraints taken into account during the design process. That consideration applies to the design of accesses and transportation links in general.</p> <p>The Master Plan is examining options for the best and most feasible entrance configuration on the North Circular Road (NCR), while considering the heritage and preservation context of this area which includes existing access points and the boundary wall.</p>
<p>Two access points off the North Circular Road would worsen an already congested traffic situation. This is therefore to be avoided.</p>	<p>The feasibility of this access has been assessed and a preliminary design of an option that includes a right-turning lane on North Circular Road has been carried out.</p> <p>The limitations to car parking provision and the particular patterns of usage (HSE will generate low volumes of trips during peak periods) will be reflected in a minimal traffic impact on NCR.</p>
<p>Access from the North Circular Road should only be for pedestrians and cyclists and existing entrances should be used.</p>	<p>A vehicular access off NCR is deemed necessary for the Master Plan as it provides a variety of access points to the site. This strategy has been encouraged by Dublin City Council Roads & Traffic Dept., as it will minimise the traffic impact on the surrounding road network.</p>
<p>The entrance to the campus should be welcoming to the community, well appointed and well located.</p>	<p>The most important public access to the Grangegorman Urban Quarter is envisioned via the proposed future Broadstone Gate, extending directly beyond to Constitution Hill, Phibsborough Road, the Kings Inns and Henrietta Street, and south to the city centre. Envisioned as a grand, welcoming space animated with retail and restaurant components, public access at Broadstone Gate will be reinforced by the new LUAS station in front of Broadstone Terminal.</p> <p>Another main public access route is to the immediate south via Smithfield. Secondary access points are established along Prussia Street on the west side, as well as North Circular Road.</p>

	The major urban path through the site is provided via the east-west St. Brendan's Way, from Broadstone Gate, through the middle of the Grangegorman Quarter, to the West Gate at Prussia Street.
2.2 Green Space/Open Space	Responses
Fifty per cent of the campus should be green space. Buildings should be located at the centre of the development with appropriate density to facilitate the 50% open space principle.	The percentage of green open space in the Master Plan exceeds 50%. The natural heart of the Grangegorman landscape is <i>The Fields</i> , comprising a generous portion of the entire site. This gathering of sports pitches with park like groves of new and existing trees is framed by the Serpentine sequence of student residence halls at its northern edge and by the historic wall to the south.
Green space is limited in the Grangegorman area and the campus should increase the green space available to the children, schools and residents of the area. There should be large open spaces which provide facilities for the young people of the area.	The Master Plan provides a rich hierarchy of open space at various scales, including a Cultural Garden at the old buildings, parkland sports pitches, a large children's playground, a series of public green spaces along the 'green landscape fingers' of the Grangegorman Urban Quarter, a jogging route, incidental children's play spaces and small areas of multi-purpose sports spaces.
Rooftops should be designed so as to maximise available space on the site. Green roofs would augment the feeling of space and could cater for facilities such as cafes and meeting places while also providing space for facilities that require artificial surfaces such as AstroTurf.	The Master Plan will consider the use of green roofs and roof-level cafes and meeting places where possible and feasible, especially on top of the serpentine student residential buildings.
There is an opportunity to have green parks, sensory parks and orbit parks. These should be located around the perimeter of the campus near the entrances while also being linked together.	The primary sequences of St. Brendan's Way and Serpentine Walk feature discrete places, terraces, and gardens, each with its own individual character. These are connected to smaller 'landscape fingers' characterized by sequences of dense groups of trees, which are situated randomly. Access to the parkland pitches and children's playgrounds will be easily made at Grangegorman Road and also via Prussia St.
The perimeter of the site should be developed as a permeable membrane where people are pulled into the site by lots of interesting spaces that have multiple functions and features, such as gardens and	An array of playgrounds for children and teenagers is provided throughout the Grangegorman Urban Quarter. A community playground is located near the old Church of Ireland building. Play

<p>different types of play areas that accommodate varying levels of interest, facilitating very young children right up to teenagers.</p>	<p>spaces are provided in the 'woodland' areas of the Fields, and an exercise trail/jogging path around the Fields, as well as in pocket parks in the other areas of the district. Play equipment for kids of different ages will vary in character - from natural to more modern in character. In addition, other play spaces are planned near and adjacent to circulation paths, arrayed in various locations around the DIT and HSE areas. Sculpture, landscape furniture landscape design, play equipment, fountains will be creatively integrated in the playgrounds.</p>
<p>A good example of the use of green space is the linear park at the Grand Canal. It has mixed facilities such as a sports area, children's playground. It is used by the community because it is accessible.</p>	<p>The Master Planners have considered appropriate precedents of similar open spaces existing in the surrounding area and have met with Dublin City Council's Parks Department in this regard.</p>
<p>School gardens which are used to teach children should be provided. Such gardens should be located near the school and the library. These gardens and play areas should be linked to encourage movement around the site, so that people are drawn in to visit these spaces due to their clever design and qualities.</p>	<p>The configuration of the primary school ensures a safe and secure site, while generous play areas and sports fields around the school strengthen links to other sports fields and green spaces in the Grangegorman district. There will be different types of play spaces, from small play areas/stations in the 'green fingers' and pedestrian zones, to large multi-use playgrounds in the park/ woodlands and at the primary school. Due to the age groups of the children at the school, there will be different kinds of equipment and furniture. The design will depend on the locations of the playgrounds throughout the Grangegorman site. For example, the equipment and furniture will be artificial at the primary school, and almost natural in the park. To reinforce the drainage and attenuation system of rainwater, and enhance the understanding of a living ecological site, play spaces featuring water may also be provided.</p> <p>Accessibility to the play spaces is ensured through openings in the boundary wall. A range of play spaces are envisioned, including suitable play spaces for local children as well as integrated play spaces for disabled children.</p>
<p>The development should include a lot of trees, pleasant walk ways, glass buildings to reflect some of the historical buildings already onsite, in a way that is sympathetic to the existing site.</p>	<p>The district network of green boulevards and courtyard gardens forms a continuation of the main landscape elements of its greater North Dublin neighbourhood, such as Blessington Street park, linking the</p>

	<p>new Quarter development with its context. The primary sequences of St. Brendan's Way and Serpentine Walk feature discrete places, terraces, and gardens, each with its own individual character. These are connected to smaller 'landscape fingers' characterized by sequences of dense groups of trees, which are situated randomly. The Master Plan strives to create a design that is sensitive to the existing buildings, landscape features.</p> <p>The 'green fingers' have a high ecological value. They provide a connection from the feeding route - North Circular Road - into the site. The plants consist of native species (especially shrub berries and other feeding plants for song birds). The 'green fingers' incorporate the main pedestrian access routes in the District, with small play spaces and play stations arrayed throughout. Various kinds of seating areas to meet and to contemplate will also be arranged. The 'green finger' to the west provides access to two major urban plazas - Library Square and Upper Terrace - and is defined by formal tree plantings. The 'green fingers' to the east are provided with permeable surfaces and a more linear garden-like expression. Selected places with artificial water features will be incorporated to invite pedestrians to sit down and relax.</p> <p>The Master Plan is in the process of establishing guidelines for the future buildings. One of the main goals is to provide a sympathetic and sensitive relationship to the historical and natural conditions of the site.</p>
Car parks, if there are any, should be underground, thereby using open spaces/green spaces to accommodate people as opposed to cars.	The Master Plan provides for underground car parks for the district. During the long phase of construction space will be temporarily available on the site for surface car parking pending the construction of underground facilities.
There should be water features on the campus. Some people proposed one large feature while others suggested several smaller ones.	The Master Plan provides a drainage system and retention spaces for rainwater/surface water. This system allows the water to circulate in a visible drainage network as a 'living system.' The water will be collected in swales (grassed depressions) and flows from the north-

	<p>west in these visible swales through the green fingers to the Ha-Ha. After heavy rainfall, a water cascade will descend down into the retention canal of the Ha-Ha, and then flow through small cascades to the water garden in the south-east. The attenuation basin in the Ha-Ha will collect most of the accrued water of the site. On the side of the Ha-Ha facing the buildings, a hard landscape edge will be designed.</p> <p>On the side facing the Fields, an almost natural appearance will be created, and planted with native species due to ecological requirements. A soft slope will provide connection to the sports pitches. Water elements will also be incorporated into the play spaces for children as an educational feature of the overall ecological strategy for the project.</p>
<p>The campus should be like Central Park, with its various amenities available to all. The campus should be designed to encourage physical activity, including walking and cycling. An active environment will require less policing.</p>	<p>A series of lively social gathering spaces are planned throughout the site. Major public gathering spaces include the Meeting Square adjacent to the new DCC library, DIT's Upper Terrace (the Quarter's %academic & health heart+), the Brendan Behan Art Centre (the %social heart+ of the district), and The Fields.</p> <p>Secondary gathering spaces are attached to the main pedestrian path from the north east along the canal, through Broadstone Gate, and connecting to Prussia Street to the west.</p> <p>Running and cycling paths entwine around the edges, linking the complementary qualities of sports fields, sheltering groves of trees, and distant views.</p>
2.3 Sports and Leisure Facilities	Responses
<p>The facilities provided should cater for every age group, with a cradle to the grave principle built into every building, amenity, facility and programme on site. The Master Plan provides for sporting and leisure facilities.</p>	<p>Extensive sports and leisure facilities are being planned for within the Master Plan.</p>

Facilities should be open from 6.00 a.m. to 12.00 p.m., as 9.00 to 5.00 opening hours will mean limited access for local residents. How sporting and leisure facilities will be operated remains to be determined.	The precise manner in which sporting and leisure facilities will be operated is being examined.
The proposal that Dublin City Council (DCC) locate a library on site was welcomed. It was further noted that state of the art computer facilities should be available in the library.	The Master Plan provides for a public library. All Dublin City Council libraries provide modern ICT facilities.
Community access to the campus should be prioritised so that local residents can avail of facilities such as libraries, lecture halls, sports facilities etc.	DIT has stated on many occasions that they will facilitate access to their facilities. That principle will guide the management of their facilities which will also take into account the operation of their core educational activities. The planned operation of campus facilities will be developed over the coming years by DIT.
It is important that the community can avail of the facilities on campus at little or no cost.	The exact operation of campus facilities remains to be determined. Existing relevant models of operation in the city will be examined.
The sport facilities provided should cater for multiple sports. They should build on some of the assets in the area such as bowling clubs, pitch and putt facilities etc.	The Master Plan provides for many field sports (e.g. Gaelic football, hurling, soccer, rugby, hockey, cricket), tennis and basketball. Indoor sports facilities including a swimming pool will allow a wide range of indoor sports and training.
Some of the facilities that should be provided include: <ul style="list-style-type: none"> - Swimming pool - Sports facilities - Theatre/performance centre - Ice rink with viewing station - Running track around the site - Skateboard park for teenagers - Basketball/tennis courts. 	The Master Plan provides for <ul style="list-style-type: none"> - A 25m swimming pool. - Indoor sports facilities and playing fields - A centre for the visual performance and media arts - There is at present no ice rink planned for the campus - A Jogging loop is planned - Not planned - Basketball and tennis courts.
The primary school, library and playground should be located near each other.	The Master Plan provides reasonable proximity between the library, primary school and playgrounds, along the proposed east-west road (Maureen Potter Road). Also the school will have its own playground.

There should be meeting facilities for local groups.	<p>DIT is committed to providing access where possible to local community groups.</p> <p>In addition Dublin City Council library will have meeting room space that they will administer for local groups.</p>
A community centre should be situated on campus as opposed to off campus. It was felt that this would create an important link with the community and the site itself. It was acknowledged that it may need to be modified in terms of its activities and hours from the 'conventional' community centre to accommodate its different users and communities. However this could well enhance the benefits accruing to the community as opposed to reducing its usefulness, e.g. college students could use the centre for meetings while also volunteering to assist youth clubs.	<p>DIT is committed to providing access to lecture rooms/meeting rooms/performance spaces where possible to local community groups for meetings.</p> <p>A day care facility space for the elderly is planned within the HSE facilities.</p> <p>Dublin City Council library will have meeting space within its library space.</p>
2.4 Architecture	Responses
The architecture should complement and respect the building heritage on the site and in the area. Some felt that there should be cutting edge, iconic contemporary architecture on the site, while still embracing and enhancing the traditional buildings.	<p>The Master Plan is beginning to prepare architectural guidelines for the Grangegorman Development Agency to use while developing the site. The Master Plan envisions a contemporary fabric of modular, sustainable and durable structures that age well, with great attention to the quality of exterior and interior systems.</p> <p>While the Master Plan should encourage a diversity of architecture, guidelines could call for an inventive use of a set of related systems and materials, giving the Quarter both visual harmony and long-term serviceability. Please note that buildings are not being designed during the master planning Stage.</p>
2.5 Environmental Sustainability	Responses
The campus should be developed in a manner that is environmentally sustainable, using technologies such as solar power with excess power exported to the community.	The Master Plan will utilise contemporary green building practice.
The wildlife (flora and fauna) currently on the site should be protected.	The Master Plan design has and will continue to take this element into consideration.

Existing biodiversity, including rivers, wildlife and healthy mature trees, should be respected and where possible, retained.	The Master Plan design has and will continue to take this element into consideration. Due to biodiversity issues, there will be protected areas in the south part of the Grangegorman site and at the church of Ireland. These areas will be planted with native species. The planting concept will work with species which are suitable to the local climate and ground conditions. The aim is to protect the site from the prevailing south-west winds. The woodland areas and especially the protected areas will provide the opportunity to demonstrate the synergy and positive connection between urban life and ecological elements.
The use of alternative energy should be promoted. A start could be made by saying no to cars.	A wide range of renewable energies have been considered including sun, wind, geothermal, and bio-fuels. The Master Plan will facilitate a flexible energy strategy for the long term. The Master Plan controls vehicular access.
There are concerns as to whether or not the campus will have the capacity to provide for all stakeholders. There should be an agreement on percentage use between the HSE and DIT.	The campus extends to 73 acres and it is envisaged that DIT will occupy in the region of 65 acres with the balance being retained for Health facilities, primary school and other facilities.
There should be a focus on alternative energy sources and any excess production should be exported to the community.	Renewable energies have been considered. The energy strategy for the Master Plan is future-proofed so that the development may become eventually a zero carbon development and possibly a negative carbon development by exporting green energy to the future Broadstone development or existing surrounding new developments. The whole Master Plan has been designed for change so that it may be easily adapted to meeting changing needs and requirements in the future.
2.6 Height/Density	Responses
The height of the building must be acceptable to the local community. Some suggested limiting the development to a height of 6 storeys.	The Master Plan is considering the optimal heights for all buildings. The format of buildings, and the layout of district spaces they frame, emphasizes a modular flexibility of uses.

Some suggested low-rise only while others expressed the view that appropriately located higher-rise would free up available green space.	The Master Plan is in the process of considering the optimal heights for all buildings and also is designed so as to maximize open space for the Grangegorman Urban Quarter.
The upper house and lower house are areas of the site well known to many locals. It was suggested that perhaps the higher portion of the development should be placed in the 'lower house' area of the site, as there are very few houses proximate to that area.	<p>The Master Plan is in the process of considering the optimal heights for all buildings to create the most beneficial density and volumetric massing for the district.</p> <p>Part of this consideration is the location and height of existing buildings in the area and adjacent residential housing.</p>
2.7 Security	Responses
The security of the site is a major concern for local residents and should therefore be prioritised. The Gardai should be involved in the planning from the outset. With this in mind, it was noted that the Gardai have a specialist unit well placed to security proof all plans, and these services should be built into the master plan.	<p>The Master Planning Team will meet with the Gardai to review the scheme.</p> <p>DIT views campus security as a priority for students, staff and visitors to its facilities and fully supports the inclusion of Garda in planning security measures.</p>
Security should be enhanced through good design as well as being provided on the campus on completion.	<p>The Master Plan optimizes the potential for providing passive security measures wherever possible, by incorporating program elements and design features that can allow 24/7 use by pedestrians, bus or car users. The proposed Maureen Potter Road will accommodate limited service access during the day, with possible public vehicular access in the evening in order to provide potential for surveillance and 'eyes' in the district. Certain areas will have gates for controlling access eg. Fingal Place.</p> <p>Limited vehicular and service access is proposed on St. Brendan's Way, utilizing the concept of 'shared surfaces' to prioritize pedestrian access by separating uses and providing safety for pedestrians. Residential student housing is spread along St. Brendan's Way, and not segregated in one area, promoting and ensuring around-the-clock activity.</p>

<p>The design of the public realm is extremely important and as such, it should communicate a felt sense of being policed and well managed as a public space. It should therefore be well lit, overlooked and secure.</p>	<p>To enhance the pedestrian realm, the Master Plan reasserts the continuity of the Grangegorman district. The east/west division of the site by the Grangegorman Upper and Lower Road is mediated by carrying a principal pedestrian sequence - St. Brendan's Way - across and over the existing roadway. This broad crossing also serves to closely unite existing listed buildings into a central village of academic and student life.</p> <p>St. Brendan's Way crosses the entire Quarter, giving public and student access to a series of academic and cultural centres, and is continuously activated by amenities and social spaces. All these public spaces are intended to be well lit in the evening, while the vibrant mix of academic, retail and cultural activities for day and night uses maximizes potential for passive security.</p>
<p>There should be pockets of well used facilities surrounding public areas -not just one big park but lots of pocket parks that are overlooked and controlled by campus police or community police.</p>	<p>The main east-west passages in the Grangegorman Quarter are crossed and extended by landscaped, north-south oriented 'green' streets and sequences of courts, forming a loose, continuous grid of communication in the Quarter.</p> <p>Smaller meandering paths move at mid-block/mid-court intervals to trace intimate connections between outdoor rooms and gardens.</p>
<p>Authorities need to take a strong position on anti-social behaviour on the campus from the outset, putting the safety of local residents above all else.</p>	<p>DIT and HSE views safety as a priority for students, patients, staff and visitors to their facilities.</p>
<p>The increase in population as a result of the new campus may increase the risk of anti-social behaviour and this should be addressed in a planned way. By ensuring a strategy for anti social behaviour is in place in advance of opening the facility, the possibility of preventing problems before they occur is increased. A review of security strategies on other campuses (national and international) was requested.</p>	<p>DIT fully supports a policy of tackling anti . social behaviour on and off campus as a priority for all.</p> <p>The policing model developed at DCU for their campus provides a good source of practical experience that will aid the development of appropriate practices at Grangegorman.</p>
<p>There are already serious concerns about drugs in the area. Unfortunately, third level colleges are often associated with drugs and therefore it is recommended that plans be put in place to tackle this possible problem. Substance abuse courses might be useful too.</p>	<p>DIT operates a comprehensive student support programme and the DIT Students Union is very active in creating an appropriate quality of student life.</p>

Section Three: The Campus and the Community

Workshop session: 17 September 2007

This workshop on the Campus and the Community considered a range of questions including:

- What should we do to make the campus a place where residents can learn, play, relax and enjoy the new facilities?

A range of key concerns and aspirations were identified under the following headings:

1. Literacy Support
2. Lifelong Learning and Educational Access
3. Supporting Local Schools
4. DIT Expertise in Research for Community Audits
5. Community Gain
6. Other Issues

3.1 Literacy Support	Responses
Literacy is a major issue in the Grangegorman Neighbourhood (See 2005 Act for definition of this area). Therefore, focused interventions are required if it is to be improved. Many were of the view that DIT would be the ideal delivery agent of change in this regard. By way of starting, it was suggested that an audit of literacy needs be undertaken in the area with a view to defining the actual extent of the challenge and the necessary solution pathways. Following the audit, a plan should be put in place to ensure that literacy levels increase dramatically in the area over the next decade.	DIT is committed to enhancing its community links activity to promote access to and participation in higher education. Currently, DIT through its community links programme is actively engaged within Dublin City in promoting access to higher education. Literacy needs need intervention at very early stages at primary school level and also at secondary school and this is principally a matter for the Department of Education and Science
The research should be both quantitative and qualitative.	DIT is willing to cooperate in such initiatives.
Westland Berkandshire, Scotland, where functional illiteracy levels were reduced from 26% to 6%, would serve as an excellent model.	DIT is committed to reviewing best practice care studies.
More broadly it was suggested that a 10 year programme to counter social problems be developed, and that that plan contain very tangible and measurable objectives going forward.	DIT is willing to co-operate in such programmes.

3.2 Life Long Learning and Community Access to Educational Opportunity at DIT	
3.2.1 Educational Opportunity	Responses
It was noted that DIT makes a major contribution to many areas but particularly to this area (Grangegorman Neighbourhood) and has done so since 1997. It runs programmes in schools and communities that encourage people into the college in the first instance, and thereafter progression routes are created on an individual basis. This access strategy for communities with lower levels of educational attainment than average is valued and should be built upon.	DIT is committed to building on its access programmes and overall community links strategy.
There needs to be tangible evidence of the social mobility (social inclusion) of the entire neighbourhood. Social mobility can be enhanced through access to DIT. This should include a widespread awareness of the courses; the creation of a welcoming environment not just on the campus but in the minds of residents and effortless physical access to the site. Moreover, access to all programmes and facilities should be free.	DIT is committed to promoting social mobility and to providing a welcoming environment for all.
There was general consensus that the principle of cradle to grave education is hugely important. There is a need for early access programmes for young people, and older people who have a lot to contribute should also be targeted.	DIT is committed to promoting access to higher education for all category of students
Adults who did not complete their education should be given the opportunity to do so. Evening classes and Saturday classes may be required for this group to facilitate access.	DIT is Ireland's largest provider of part-time education with much of this activity taking place in evenings and on weekends.
It was acknowledged that Government funding may be required to support DIT in its work so that it can offer courses and programmes that are not revenue generating.	DIT would welcome such support.
Apprenticeships are considered an important part of DIT's brief and should be retained.	DIT is committed to accommodating nearly 3,000 apprentices on the new campus.
The college, in making its facilities available, should aim to support educational efforts in the wider community i.e. through tuition support at secondary schools and particularly with Early School Leavers. It is recognised that DIT cannot do everything, that said it will be in a strong position to provide facilities and much needed resources to help the community support its educational life.	DIT currently has extensive outreach supports to primary and secondary schools through community links.

The Government also has responsibilities in relation to education that are not within the remit of DIT. However, the community has requested programmes that provide life long learning opportunities given DIT's focus on adult education and occupational learning. This principle should apply to existing residents and new residents coming into the area alike.	DIT is committed to promoting life-long learning
It is critical that work is done with parents if there is to be any progress in educating vulnerable young people. With this in mind, there should be a range of programmes and facilities to help adults and parents actively engage with their families and communities, e.g. extra mural courses for adult: media studies, drama, healthy eating :on a budget, cookery classes, ballroom dancing.	DIT currently provides for a wide range of such programmes
3.2.2 Access to Educational Programmes	Responses
Two themes were recurring throughout the second evening: information and access. It was felt that these two themes are interconnected in that information is access to knowledge, if you don't know what's on offer you won't go in the first place. It was noted that if there are other blocks to access, they should be identified and proactively removed.	DIT is committed to promoting access and participation to higher education.
The principle of access applies not just to the courses on site but also to the site itself and the facilities on site.	The Master Plan seeks to open the site and facilities up as much as possible to the community.
The importance of the principle of outreach to schools, youth groups and community and voluntary groups was also emphasised.	DIT has many existing examples of such outreach activities.
The campus should provide facilities for pre-schoolers, school-going children and youth, right up to older people.	DIT is committed to promoting access and participation in Higher Education. However it is not a provider of pre-school, primary or secondary education.
Parents should be facilitated to attend night classes through the provision of a night-time crèche. Operational aspects remain to be determined.	DIT will operate a small crèche on site for students of DIT and, if space is available, for staff of DIT.
The hours of opening should be extensive, particularly for the extra curricular activities to ensure that people will be able to participate.	DIT is committed to broadening opening hours and access to its facilities.
3.3 Supporting Local Schools	Responses
DIT should be seen as a resource for local schools such as St. Paul's CBS which for example has little or no green space.	DIT currently is engaged with each primary school in Dublin's Inner City through its Community Links programme.

There could be significant input in to the music programmes in local schools through DIT's school of music.	DIT will review this matter and would expect that its location in Grangegorman will trigger links with the local primary schools.
Having HSE and DIT on site opens the opportunity for a one-stop shop of services to the wider community e.g. psychological services for local schools. It was felt that a real synergy could be cultivated between the campus and the work of local schools, matching up the asset of the campus with the needs of local pupils.	<p>The HSE's community and social care health centre will allow for a co-ordinated one stop local health shop.</p> <p>Co-location of HSE and DIT on site will allow opportunities to be explored e.g. health promotions and psychology services provided by NEPS.</p>
Scholarships should be made available to the local community so as to ensure that young people in the local community have a real opportunity to access third level education. This should be supported from an early stage in the education system through homework clubs, breakfast clubs etc.	Each year DIT makes available additional funding for economically, disadvantaged students through its Access Program
The link between secondary schools and the campus was emphasised with great importance placed on developing outreach programmes, and engaging with transition year students, so that the college will not be an alien environment to students who have not yet been to third level.	DIT is currently engaged with each secondary school in Dublin's Inner City through its community links program
The opportunity for summer camps as another means of positively engaging young people was put forward.	DIT currently assists in such initiatives and would anticipate that the new amenities at Grangegorman would allow for new local initiatives.
3.4 DIT Expertise in Research for Community Audits	Responses
<p>An audit of the entire area should be carried out by DIT looking at:</p> <ul style="list-style-type: none"> • Transport • Literacy • Accommodation • Childcare • Parking • Health care • Primary and secondary education (early school leaving etc) • Policing, community safety 	<p>The Master Plan and Strategic Plan and subsequent environmental assessments will address matters such as transport, parking, and safety.</p> <p>The DIT, HSE, GDA, CDVEC, FAS & NWICN are currently embarking on an employment and training needs study for the Grangegorman area. The primary objective of this study is to determine where interventions can be made to assist in creating employment opportunities from the new development.</p>
A concrete plan should be developed to improve services in each of these areas and to eliminate or seriously reduce problems where they exist over a 10 year period.	DIT is committed to address strategic objectives for higher education as specified by the N.D.P. 2007-13.

3.5 Community Gain	Responses
<p>The community can learn from other Irish and international projects. Regeneration projects such as St. Teresa's Gardens could provide information on community gain.</p>	<p>The Grangegorman project is unique in that the DIT/HSE facilities planned are for health and education use thereby embodying community gain in the core of the development.</p> <p>A local primary school, public library, sports facilities, playgrounds, park spaces all provide additional community gain.</p>
3.5.1 Access to Facilities	Responses
<p>As a given, the Community should have access to all sports, cultural and leisure facilities. These facilities should be used to facilitate integration between the community groups, HSE and DIT staff and students through the provision of sports facilities that cater to both sexes and activities that are cross generational and multi-cultural.</p>	<p>DIT is committed to the principle of providing access to its facilities to local community groups within a framework where its priority remit is that of satisfactorily fulfilling its 3rd level education role. Many opportunities will exist to programme in community access.</p>
<p>The community should have access to campus coffee shops and other facilities including creches. Parents should have an open invitation to such facilities and should be encouraged through various engagement initiatives to become involved.</p>	<p>Many retail activities will be on circulation routes and will be available to all.</p> <p>There is no provision for a creche other than for registered students and staff.</p>
<p>A swimming pool should be provided and the community's access to the pool should be guaranteed.</p>	<p>A swimming pool is provided for in the Master Plan and while its operation is not yet determined the principle will be that DIT will facilitate community access. DIT's experience with its Kevin St. facility provides an example of good practice.</p>
<p>The college should provide meeting rooms for community groups, clubs and associations.</p>	<p>Where possible DIT is committed to facilitating community groups.</p>
<p>There should be office facilities available to home workers in the local community which could be shared with the students in DIT.</p>	<p>This provision is not planned.</p>
<p>A local café which uses produce grown on the campus by the local community would provide a place where neighbours can meet.</p>	<p>While there will be small cafes, local campus produce is not provided for.</p>
<p>It was suggested that the campus should be open to tourists and that there be a heritage centre and some craft shops to promote tourism in this already important tourism area.</p>	<p>DIT holds Ireland's largest centre for tourism education and it is envisaged that the campus will become a destination in its own right.</p>
3.5.2 Programmes and Supports for the Community	Responses
<p>There was a strong desire that DIT would actively seek to give something back to the community off campus, such as district heating</p>	<p>DIT will have a large Applied Arts faculty on site and opportunities for local links will be explored and developed.</p>

for the area, street furniture, lighting and other precinct improvements. The arts should feature on the campus and on the site in general-DIT should take a lead in this regard.	DIT does not have a role in off-campus infrastructure and it would not be in compliance with its statutory responsibility.
The arts should feature on the campus and on the site in general-DIT should take a lead in this regard.	DIT is committed to arts & cultural development and currently DIT is Ireland's largest provider of music education.
It was suggested that DIT can start helping the community with their expertise now rather than waiting until they are on site in Grangegorman e.g. by providing legal, architectural, and engineering expertise.	DIT is open to developing early outreach links with the community in the area.
DIT can help the local community and voluntary sector in addressing early school leaving, literacy difficulties, teenage pregnancy, substance misuse etc now, by providing outreach supports that go to the heart of the community and the heart of its social problems.	DIT currently engages in a very significant community links programme.
A concern was expressed around the care of the elderly in particular, and that the development presents an opportunity to combine services, amenities, and facilities for the older and the younger people on campus.	The HSE development on the site allows for significant facilities for the elderly. On the education side, DIT students range in age from 8 years to 80 years of age.
Courses and programmes on nutrition and health eating should be linked in with the growing of food in school gardens, allotments and therapeutic horticulture for HSE clients.	DIT is open to exploring new course areas.
Building a culture of care for older and younger residents and the needy was considered as hugely important, and was an aspiration that was once again strongly aired under the theme of social inclusion (see Section Six).	The HSE facilities for the elderly along with their services for children and families will provide a very wide range of services for all in the local community..
It was felt that the college will be well placed to provide therapeutic supports in conjunction with the HSE, e.g. meditation.	HSE services will provide arrange of therapeutic services on site.
3.6 Other issues	Responses
Discussion took place around the ratio of HSE to DIT space on the new integrated development site. One group noted that it was their understanding that a 60:40 ratio in favour of Dublin Institute of Technology (DIT) has been agreed in principle. The group went on to	The campus extends to 73 acres and it is envisaged that DIT will occupy in the region of 65 acres with the balance being retained for Health facilities, primary school and other facilities.

note that they hope this ratio will apply and that the two institutions will work closely together, since it was felt that potentially there could be a high degree of synergy between these two stakeholders, which would ultimately benefit the community as a fellow stakeholder.	DIT & HSE are committed to working in partnership to obtain the optimum level of synergy from this development.
Research and development should commence as soon as possible on the part of DIT who could bring their expertise to community based research, the provision of support groups and relevant courses and programmes.	DIT is committed to community links and to exploiting the potential of research
The suggestion was made that the number of students should be capped so as to avoid overpopulating the area and also to ensure that the HSE retain adequate space for their services.	<p>The projected full time student population for the new campus is 12,500 students.</p> <p>The Master Plan will provide HSE with adequate space for its services and will allow for HSE expansion of services.</p>

Section Four: Linking Grangegorman to the City

Workshop session: 24 September 2007

This part of the workshop broadly considered how we can ensure that the development opens up the site and links well with the city.

The workshop identified a range of key concerns and aspirations under the following headings:

- 1 Broadstone Depot
- 2 Public Transport
- 3 Car Free Campus
- 4 Traffic Management

4.1 Broadstone Depot	Responses
It was expressed in the strongest terms that the relationship between the campus and Broadstone is critical to the discussion on transport. The absence of information regarding Broadstone seriously impedes the community's ability to speak meaningfully about transport. The plans for Broadstone will have a significant impact on the Grangegorman site and on the area and should be brought forward as a matter of urgency.	<p>The Master Plan is currently considering all possible options for the Broadstone site, with input and feedback from the relevant bodies (CIE, RPA, LUAS, DCC).</p> <p>The need to work together with CIE, and Dublin Bus and Bus Eireann, in relation to the impact on their sites has been at forefront of the Master Planning process. The Master Plan proposes a significant access for pedestrians, public transport and vehicles off Constitution Hill, via Broadstone. This access is being designed in a phased manner in order to fit in with the various possible scenarios for the Broadstone development, as well as possible Luas alignment options.</p>
The GDA should anticipate future integration with Broadstone and plan accordingly.	The Master Plan is currently considering all possible options, with input and feedback from the relevant bodies (CIE, RPA, LUAS, DCC).
As a starting point, the disused railway line in Broadstone should be used.	The disused railway line between the Maynooth Line and Broadstone is planned to be used to accommodate Line D of the Luas network, which will connect Line BX (St. Stephen's Green to Parnell Square) to the Maynooth/Sligo line at Broombridge.

Clarity should be sought on the RPA and CIE plans for the Broadstone site, since some felt that they appear to be conflicting. Specifically many of those in attendance wanted to know whether it is rail or Luas going into Broadstone. Some considered that the RPA and CIE should be in attendance to answer questions.	The Minister for Transport has instructed that the Luas line shall go to Broadstone.
It was strongly recommended that the boundaries of the development should be extended to include Broadstone which would allow for transport to be fully incorporated into the plans for the campus.	The Master Plan will address the Broadstone site and the proposed Luas line.
4.2 Public Transport	Responses
It was generally felt that transport is one of the biggest issues in relation to the Grangegorman development.	<p>Transport is an important issue.</p> <p>The Master Plan takes full advantage of its proximity to Dublin City Centre, where transport networks already provide high levels of service. The main aim of the Master Plan is to enable the seamless connection to the existing and future transportation networks. The emphasis is therefore on the design of quality linkages from the site to the established city grid.</p> <p>Important transport improvements with regards to Grangegorman will be the extension of the Luas network from the City Centre to the Maynooth Line, which will include stations in close vicinity of the site, and the new Metro North which will have stations at Parnell Square and the Mater Hospital..</p>
Key transport infrastructure projects need to be completed in advance of the construction phase of the development and prior to sizeable numbers of people being brought into the area e.g. extension of the LUAS line. Adamstown was cited as the right approach and a similar approach is recommended for the Grangegorman site.	<p>The Master Plan capitalizes on the planned Luas BX line, which will connect the City Centre with the Maynooth rail line, and is likely to include a stop opposite Broadstone and another closer to North Circular Road, both of which will serve Grangegorman. The new Luas line will enable a connection to most of the Dublin-wide transport networks, including other Luas lines, suburban rail and QBC networks.</p> <p>Metro North stations at Parnell Square and the Mater will provide access to a high capacity public transport line.</p> <p>The Master Plan will allow for easy pedestrian connections to the existing bus network, which already serves the periphery of the site</p>

	<p>with considerable levels of service. The conjunction of existing and future bus provision with the new Luas line, will create the conditions for the eastern access (via Broadstone) to become the main Gateway to the district.</p> <p>Car access will be limited to encourage the use of sustainable transport modes.</p> <p>The Master Plan is also proposing the delivery of a bus terminating facility in or adjacent to the campus boundary at Broadstone, which will enable increased bus frequencies and variety of direct destinations. Dublin Bus also will examine the operation of new customised bus services.</p>
<p>The Luas is a popular service that is currently under pressure. There are concerns about the impact that the population influx will have on this service and questions as to what plans, if any, are in place to extend the service. It was suggested that if no plans are in place, they should be developed.</p>	<p>The capacity of the Luas line to Tallaght is being increased by the purchase of longer tram carriages.</p> <p>The Master Plan capitalizes fully on the establishment of the new LUAS BX line on its eastern edge, bordering the Broadstone site.</p> <p>Plans for the extension of line D towards Finglas and possibly to the Abbotstown area would enable interchanging with Metro West.</p>
<p>The possibility of recommissioning the freight line that runs under the Phoenix Park was suggested.</p>	<p>Irish Rail is the party responsible for rail development and has set out its development strategy for the Dublin region which is incorporated in Transport 21.</p>
4.3 Car Free Campus	Responses
<p>Consideration should be given to having a car free campus but not at the expense of local residents if it meant that cars are parked in the surrounding residential areas instead.</p>	<p>No decision has been taken but it is envisaged that the carparking will be pay for use.</p> <p>The movement network is designed in a manner which prioritises pedestrians over motorised traffic. However, accessibility for cars, service vehicles, etc, will mean that, at a number of points within the site and times of the day, these will be in conflict with pedestrians.</p>

	<p>The inevitable conflict between pedestrians and vehicular traffic will be mitigated at key locations by traffic calming measures that may range from junction treatment to the overall design of the link. It is desirable that traffic calming forms part of the Master Planning design, rather than being retro-fitted after construction.</p> <p>The Master Plan is proposing a level of car parking provision that will be sufficient to avoid indiscriminate car parking throughout the adjacent residential neighbourhoods.</p>
Underground parking should be provided and the campus should provide alternative transport means on site such as an electric bus service circling around the site, providing transport to health facilities and also delivering to buildings, thereby reducing the numbers of trucks and vans.	<p>The Master Plan provides underground car parking.</p> <p>The majority of car parking will be provided underground, although some on-street car parking will be provided at suitable locations. During the construction phases some surface parking within the site will be provided in advance of underground facilities.</p> <p>The site is not large enough to justify an internal shuttle system, but sustainable solutions for deliveries are still being considered.</p>
4.4 Traffic Management	Responses
The issue of access to the campus during construction and on completion of the campus was raised.	<p>The GGDA will develop an operational policy to manage construction traffic and will liaise with the community on this matter.</p> <p>The phased construction of the remaining campus will determine the manner in which access to the completed phases will be organised. Point 2.1 and 4.3 address the question of access to the campus when completed.</p>
The area is already very congested and some roads such as the North Circular Road (NCR) are already reaching gridlock under the pressure of current traffic flow.	The focus of the Master Plan is on the encouragement of sustainable modes of transport. The limited car parking provision and the travel patterns characteristic of uses such as university and health will be reflected in levels of traffic that can be accommodated within the existing road network capacity.

<p>The starting times of classes should be staggered so as to relieve traffic congestion.</p>	<p>Typical university travel patterns usually complement well the normal city-wide travel patterns. However, if deemed necessary, measures such as altering lecture schedules can be implemented.</p> <p>In any event DIT is committed to creating on campus accommodation for up to 2,000 bed spaces and to promote public transport.</p>
<p>Public transport should be prioritised along with cycle paths from Broadstone, Prussia Street etc.</p>	<p>The Master Plan's transportation strategy emphasizes sustainable modes of transport such as walking, cycling and public transport.</p> <p>The district can be easily traversed in a 15-minute walk. Public transport provision will be optimized to minimize the impact of cars on the campus. Green Boulevards dominate the internal Quarter circulation and are designed to allow articulated paths for both pedestrians and cyclists, which will provide quality circulation environments in all seasons.</p> <p>Provision for and access to public transport is one of the main elements of the Master Plan.</p> <p>Cycle access is being looked at in the context of the overall connectivity to the wider Dublin area. Within the campus, the road network is being designed with a focus on shared use and traffic calming. Therefore it is not envisaged that a dedicated cycle infrastructure needs to be provided.</p>
<p>A traffic impact assessment of the project on the area should be carried out.</p>	<p>While a formal traffic impact assessment is required only to accompany planning submissions and is not required at Master Planning stage, the Master Plan is designed on the basis of a detailed analysis of the adjacent network and on the access demands related to the facilities.</p>
<p>Pedestrians and cyclists should be given priority when planning for transport.</p>	<p>Vehicular circulation within the site will be enabled in a manner that does not conflict with the general priority given to pedestrians and cyclists. A system of traffic cells is being designed with the flexibility of allowing through routes at key locations that can be in place out-of-</p>

	<p>hours. Service vehicle circulation will generally be shared with pedestrians and cyclists, albeit subject to restrictions.</p> <p>The Master Plan is being designed with a strong focus on the provision of a dense and attractive pedestrian and cycle network. This is considered to be one of the most important elements of the proposals, as it will enable the necessary conditions to encourage high levels of pedestrian and cycle journeys to and from the campus.</p>
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Section Five: Health Facilities

Workshop session: 24 September 2007

This portion of the workshop focused on the following question:

A new community health model-what do you look forward to?

This part of the workshop identified a range of key concerns and aspirations under the following headings:

1. Current HSE Residents and Staff
2. HSE Buildings
3. HSE Services
4. HSE Capacity to Deliver Proposed Services

5.1 Current HSE Residents and Staff	Responses
There are concerns about the future of the HSE patients who currently reside on site (approximately 100). The needs of these patients should come first, ahead of all other stakeholder requirements; moreover their re-housing on the site should be handled sensitively, given that the site is 'home' to them.	The HSE has specified facilities to serve the needs of existing patients on site. Provision has been made for facilities that can deliver a best practice model of care.
Many in attendance felt that the staff involved in the current and planned HSE services should be supported by the local community and they should feel free to ask for that support.	HSE consultation on local services will facilitate this liaison.
It was also noted that the Agency should facilitate meaningful consultation with the staff in much the same manner as has taken place with the Community.	The HSE has initiated this process and plans to carry out further local consultation on health services.
5.2 HSE Buildings	Responses
Some clarification was requested as to whether there will be one large health facility or several smaller facilities on site.	For the HSE, three 'Quads' gather related facilities north of the proposed Maureen Potter Road: a northwest grouping is devoted to administrative functions and mental health facilities; a central quad for primary community health services; and a cluster to the northeast of apartments and a nursing home gathered around the old Laundry, re-cast as a dining/activity pavilion.

	<p>This arrangement reflects a desire to distribute HSE's various programmes in order to enhance beneficial adjacencies for staff, residents, and patients, rather than aggregating all functions in a single complex. The east edge of the HSE area meets with the new Primary School envisioned for the District.</p> <p>HSE administrative and clinical support offices have been located near the Broadstone end of the site.</p>
It was felt that HSE services should be very accessible and should be located close to the entrances of the site.	<p>The configuration of the majority of HSE facilities to the north of the site allows for easy access to North Circular Rd. and also provides convenient community access to the new circulation spines of St. Brendan's Way and Serpentine Walk, and within a short walk of the open parkland areas to the south.</p> <p>The major HSE administrative offices, however, have been located near the Broadstone end of the site in an appropriately more business-oriented area and easily accessible from the city centre, the new LUAS link and other public transport.</p>
The Primary Care Teams should be located in easily accessible areas on the site where there is minimum traffic congestion.	<p>The Primary Care facilities are located in the most accessible part of the HSE areas, adjacent to the entrance on North Circular Road, and along both the central north-south circulation spine giving direct access to these facilities, and an east . west spine connecting to Grangegorman Road and to Prussia St.. Mirroring the key concepts of the Master Plan, there is both a landscaped and more urban, part-atrium portion in this spine. All these circulation spaces will be public domain and connect the North Circular Road to the new Library Square with its café and library.</p>
There are concerns that the current off site facilities in the area may be neglected by the HSE going forward as they focus resources on the services on-site.	<p>The HSE is aware that current facilities in the area will still be needed.</p>

5.3 HSE Services	Responses
<p>There was concern that some of the services that are proposed are subject to funding being available. These services include:</p> <ul style="list-style-type: none"> - Community Nursing Units for Older Persons - Living Unit for the Frail Elderly - Purpose built units for people with disabilities 	<p>The provision of these services is the responsibility of HSE and will depend on the availability of funding for their delivery.</p>
<p>It was felt that the first three services were three of the most important services that the HSE could deliver. Therefore it was proposed that creative ways to source funding be considered and/or that funding should be ring-fenced for these services from the beginning from exchequer funds if necessary.</p>	<p>The HSE, with the GDA, will seek the funding for these facilities.</p>
<p>The current alcohol treatment and methadone centre should be part of the new development.</p>	<p>The HSE facilities are flexible enough to accommodate existing services or allow for service changes</p>
<p>The community health services should be preventative with suitable health education programmes operating out of the facility as well as remedial and curative programmes. There should be a culture of care approach with the integrated provision of support services for both the local community and the student population.</p>	<p>The HSE is committed to these principles.</p>
<p>There is a need for improved services in the area of mental health. A 24 hour admissions service should be available as should services for the many homeless and vulnerable people in the area.</p>	<p>The new facilities for mental health will enable the best quality of care to be provided and will support HSE delivery of 24 hour care.</p>
<p>It is important that HSE services are not contracted out; instead the HSE should seek to actively retain a public service ethos.</p>	<p>This is a matter related to HSE operations and national policy.</p>
<p>Mental health patients will need suitable physical space for their treatment and recovery in terms of privacy, security and appropriateness.</p>	<p>Spreading outwards from the central North-South circulation spine along a new wooded walkway, the HSE facilities are grouped around progressively private courts, increasing levels of privacy and seclusion. These courts all have their own geometry and character offering clearly legible places. The most westerly court is devoted to mental health and the Psychiatric Intensive Care Unit is at the most secluded end, complete with its secure garden. Back towards the centre in a logical progression are the Continuing Care and Community Rehab Step Down Units.</p>

<p>The HSE involvement in this integrated development represents a significant opportunity to create a model of excellence in community healthcare which would serve as an example for others. The following services/facilities should be provided:</p> <ul style="list-style-type: none"> - A drug treatment facility - 25 unit step-down or respite facility for older people - Youth counselling service and/or other services to address youth suicide and - Depression related issues. 	<p>The HSE plans a range of services:</p> <ul style="list-style-type: none"> • drug treatment facility - planned • 25 unit step-down or respite facility for older people - planned • Youth counselling service - can be incorporated in services • Depression related issues - can be incorporated in services.
<p>Respite care should be one of the services provided by the HSE. The respite Care provided should be non-institutional in its approach with tailor made services for three specific groups: 1) those with special needs, 2) older people 3) children.</p>	<p>Respite care is planned for the elderly.</p> <p>The HSE elements of the Master Plan have been designed to achieve the following key principles aimed at promoting a non-institutional character:</p> <ul style="list-style-type: none"> • Provision of privacy and dignity for patients and clients of HSE. • Convenience and effectiveness of operation for HSE staff. • Achieving a legible and understandable public domain. • Providing a range of outdoor spaces from secure to completely open, that is appropriate to the needs of patients and clients. • Careful gradation of building scale from domestic up to medium rise.
<p>Existing voluntary/community organisations that provide formal and informal health programmes should be recognised and supported with funding provided where possible.</p>	<p>This is not a matter for this plan.</p>
<p>A facility should be provided that could be used to host supervised visits for vulnerable families/families in crisis between parents/grandparents and their children/grandchildren. This should be a friendly and informal environment.</p>	<p>This can be facilitated in the Health and Social Care Network Centre.</p>
<p>There should be a centre of excellence developed for medical training and GP training.</p>	<p>This is a matter for the HSE and also national health policy.</p>

5.4 HSE Capacity to Deliver	Responses
Concerns were raised regarding the HSE's capacity to deliver on current proposals, as well as concerns about the availability of funding mentioned above. Questions were raised around the availability of land to accommodate the various health facilities.	<p>The Master Plan will identify adequate land for HSE facilities.</p> <p>The funding of those facilities is a matter for Government.</p>
There were concerns expressed that 20,000 plus DIT students may swamp the HSE services even though DIT has its own health service.	Currently DIT manages the health requirements of 20,500 students (full and part-time) in a very professional & comprehensive manner and will continue to take that responsibility at Grangegorman.

Section Six: Grangegorman and the Surrounding Neighbourhoods - Economic Development

Workshop session: 1 October 2007

This portion of the consultative process considered how the campus can be developed in a way that promotes social inclusion and economic growth within the surrounding neighbourhoods. For the purposes of clarity, the aspirations and concerns regarding social inclusion and economic development are detailed separately (see Section Seven for feedback on Social Inclusion). Concerns and aspirations specifically relating to entrepreneurial support and employment were discussed in relation to economic development.

6.1 Entrepreneurial Support	Responses
The development should build on the services and facilities that currently exist in the area.	DIT and HSE are specifying facilities that support their institutional obligations and will take account of their current provision in the area, if any.
Onsite office space should be provided for companies in the service industry and incubator units for those in the manufacturing industry to encourage people to work in all sectors and at all levels.	The Master Plan provides spaces for incubation, research and commercial developments associated with DIT's wide range of educational courses and industry links.
DIT and the HSE should establish a centre of excellence to support local enterprise with research and advice.	DIT is committed to creating a major science park on campus. DIT currently offers a service to Small and Medium Enterprises interested in developing a business or business concept. In addition, through its 'Hothouse Programme' DIT assists many companies in their early development stages.
6.2 Employment	Responses
In terms of economic development the group felt that employment opportunities for local residents should be maximised, throughout all stages of the project development. Apprenticeships and skilled jobs should be available for local residents, particularly the more vulnerable, and there should be a target number of positions to be filled.	The Master Plan positions Grangegorman as a vital economic resource and engine with a network of thriving spatial and sectoral clusters, a focus for educational talent and creative assets. Facilities for DIT will be supplemented by a strong component of retail spaces, training centres, research centres, incubation spaces and science park facilities that will directly benefit the economic development of the community and region. A strong relationship with shared facilities is envisioned between the DIT and the Health Services Executive, which will further provide and reinforce convenient and needed educational, healthcare services and related enterprise development

	<p>spaces for the Grangegorman Urban Quarter and the surrounding community. Furthermore, the full development and implementation of the Master Plan will produce a thriving impact for the community, providing tremendous long-term economic opportunities in regards to employment in the Urban Quarter.</p> <p>DIT, HSE, GDA, NWICN, CDVEC & FAS currently sponsoring an Employment Study for Grangegorman area. The study aims to identify employment opportunities.</p>
It was suggested that DIT and the HSE should engage with FAS and Social Welfare offices in sourcing people and training them to take up jobs on offer.	The Employment Study will explore opportunities for local employment.
Going forward, the need for DIT and HSE to develop employment strategies was noted. It was also felt that such strategies should state the number and type of job positions that will be available.	DIT currently employs a large number of people from the area.

Section Seven: Grangegorman and the Surrounding Neighbourhoods - Social Inclusion

Workshop session: 1 October 2007

As set out above in Section Six, this workshop identified a range of key concerns and aspirations relating to economic development and social inclusion. For the purposes of clarity, the aspirations and concerns regarding social inclusion and economic development are detailed separately (see Section Six for feedback on Economic Development).

This workshop identified a range of key concerns and aspirations under the following headings:

1. Development of Social Inclusion Strategies
2. New Communities
3. Older People
4. Lone Parents

7.1 Development of Social Inclusion Strategies	Responses
There were a number of socially excluded and other groups not in attendance at the workshops and it was felt that these groups should be consulted in order to ensure that the consultation process was representative.	<p>The Master Plan seeks to obtain input and feedback from all stakeholder groups to ensure full representation in the design process.</p> <p>Through the formal Consultative Group, registered local groups, workshops, open days, meetings, newspaper advertisements and newsletters the GDA seeks to enable all to engage.</p>
It was feared that promoting social inclusion is no more than an afterthought in the context of the development as against being a core objective of the project. The Agency should ensure that social inclusion is a primary and measurable objective of the overall project. The Master Plan needs to reflect this central objective.	<p>The two large public institutions, HSE and DIT, to be accommodated on the site are key bodies for the delivery of services that support social inclusion and are implementing programmes that will contribute to the delivery of the National Action Plan for Social Inclusion 2007-2016. Both these bodies have set out their requirements for facilities on the site and these have to be met by the land use master plan.</p> <p>DIT provides educational courses ranging from Level 3 of the National Framework for Qualifications to post-doctoral fellowships and is</p>

	<p>committed to widening participation for under represented groups in higher education. The DIT Access Strategy published in May 2007 sets their aims out in great detail.</p> <p>All DIT services, currently spread around the city in 39 locations, are to be consolidated on the Grangegorman site including their office which manages their Community Links Programme which comprises the following initiatives:</p> <ul style="list-style-type: none"> • Lifelong Educational Access Programme (LEAP) • Dublin Inner-City Schools Computerisation project (DISC) • The Digital Community project • Pathways Through Education • The Ballymun Wind Band • Educational awareness programme, and • Supervised study programme <p>HSE facilities to be provided on site are to cater for the current and future health and social care needs of the local population and for the clients of the mental health facilities on the site at present.</p> <p>The HSE will provide services for children and families, older persons, the disabled, persons socially disadvantaged and for mental health. In the National Action Plan for Social Inclusion 2007-2016 a high level goal in relation to health specifies the following:</p> <p>“Goal 11: Health <i>Develop 500 primary care teams by 2011 which will improve access to services in the community, with particular emphasis on meeting the needs of holders of medical cards;”</i></p> <p>The HSE’s requirement for facilities for Primary Care Teams on the Grangegorman site will contribute to fulfilling the national plan.</p> <p>The HSE’s broad aim in relation to the Social Inclusion element of</p>
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	<p>their services is to improve access to mainstream services, target services to marginalised groups, address inequalities in access to health services and enhance the participation and involvement of socially excluded groups and local communities in the planning, design, delivery, monitoring and evaluation of health services. The main policy and legislation that underpin HSE's Social Inclusion strategies include the following; Quality & Fairness (the National Health Strategy); Towards 2016 Partnership Agreement; National Anti Poverty Strategy, Homelessness - An Integrated Strategy; National Drugs Strategy; National Travellers Strategy, Equality legislation; and the National Action Plan Against Racism (NPAR).</p> <p>HSE Social Inclusion services target the following groups; - Homeless people, Minority Ethnic Communities; Asylum Seekers; Refugees; Migrant Workers; Travellers; Illicit Drug Users, those from the Lesbian, Gay, Bisexual, Transsexual/Transgender communities, people with problematic and/or dependent alcohol use and people with HIV/AIDS. Community Welfare Services also come within the Social Inclusion approach.</p> <p>The statutory planning framework for the site also supports the aim of social inclusion. Dublin City Council has designated the Grangegorman site as a framework development area within the Dublin City Development Plan. The plans for the development of the Grangegorman site must take account of, and be integrated with, other plans for the social, economic, and physical renewal of the North West Inner City. The master plan has to create a land use framework that will facilitate the development of buildings appropriate to the zoning and for which planning approvals will be required.</p>
<p>Concerns were expressed that DIT and the HSE on their own will be unable to deliver on social inclusion. It was felt that an inter-departmental plan is required from the governmental departments in relation to social inclusion and economic development. GDA should be tasked with securing this plan, and the plan should clearly</p>	<p>The GDA is enabling the delivery of DIT and HSE facilities which will, by their very nature, address the matter of social inclusion. The establishment of the GDA reflects Government's desire to ensure integrated development. The inclusion of Dublin City Council representation on the Board of THE GDA and the close liaison with</p>

demonstrate how social inclusion and economic development will be delivered.	Dublin City Council facilitates integrated thinking.
This development has to focus on the needs of the community, not the needs of the HSE and DIT and it is hoped that consideration will be given to the local community in advance and during construction.	The Local employment & transport study referred to earlier aims to identify the employment needs of the community.
Social inclusion should be considered not only in the context of residents living in the area but also with an eye to anyone who will be affected by the development.	DIT and HSE's remit embraces all citizens.
The effects/impact of the project on the immediate area and the wider neighbourhood should be planned for and due consideration given to impacts on nightlife, local employment, housing, and RAPID targets etc.	Many of these matters will be addressed in detailed planning submissions or environmental reports rather than in a Master Plan.. DIT is working with RAPID to explore areas of co operation.
The HSE as a state agency carries a large responsibility for social inclusion.	That is agreed by all.
There are concerns about the number of people with substance abuse issues, the homeless and young teenage mothers in the area. It was felt that more information is needed in this regard and hence it was suggested that an audit should be carried out to accurately determine the level of each group.	The HSE is examining local needs. Its space in the Master Plan is quite generic and can facilitate many types of services and can accommodate future changes in services.
Definite individual strategies should be developed around the needs of homeless, substance users and people with mental health issues, while recognising also that the issues of homelessness, substance misuse and mental health issues often overlap in the lives of vulnerable individuals. It is important therefore that a holistic approach to tackling these issues be adopted.	The HSE is aware of these aspirations and shares the objective of holistic services.
An audit of needs in the area, for example educational and social inclusion needs, should be carried out to inform plans and strategies.	<p>The Employment study aims to address some of the issues that can be addressed by this development.</p> <p>The Grangegorman development, either through the GDA or DIT or HSE, cannot address all matters relating to the educational and social inclusion needs of the area. Many of these matters fall outside their statutory remit.</p>
7.2 New Communities	Responses
There is a growing population of foreign nationals (New Communities), (an attendee noted that the Census 2006 estimates show that 37% of the population of the North West Inner City are members of New	DIT is committed to providing access and participation in higher education.

<p>Communities). It was felt therefore that steps should be taken to promote greater integration between New Communities and existing communities in the Neighbourhood. It was noted that failing to promote integration may well result in ghetto-like situations emerging in the North West Inner City over time. Extra effort should be made to capture the views of new communities.</p>	<p>HSE is committed to serving all.</p> <p>Community integration initiatives to deal with immigration related matters are outside the scope of the GDA.</p>
<p>7.3 Older People</p>	<p>Responses</p>
<p>It was considered vital that the needs of older people are considered at the design and operational stages e.g. whatever transport system is developed on campus should be available to older people free of charge.</p>	<p>Provision for the elderly is a significant component of the HSE facilities. Movement around the site will place priority on pedestrians over vehicles.</p>
<p>Particular attention should be given to older men and women who are not linked in with services for reasons of mobility or general isolation, and appropriate outreach programmes should be developed to connect vulnerable older people with appropriate services.</p>	<p>The HSE can provide a wide range of services from the physical facilities that will be provided for in the Master Plan.</p>
<p>7.4 Lone Parents</p>	<p>Responses</p>
<p>Lone parent figures would appear to be very high in the area and have grown in recent years (according to figures provided up to 2002). There was a request for information as to why this is the case. Provision of crèche facilities was recommended to at least support a return to formal education.</p>	<p>DIT is committed to providing childcare facilities on campus for students and staff. This will enable participation in higher education for lone parents.</p>